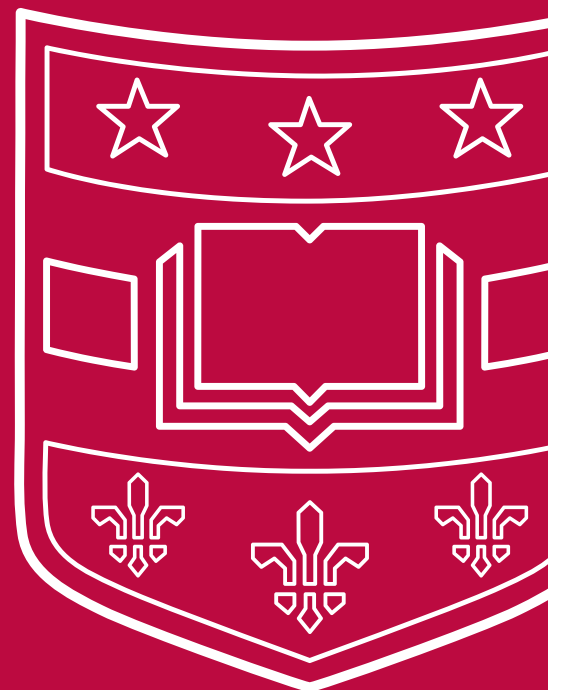


# 2024–25 Bulletin

Graduate School of Architecture & Urban Design



Washington University in St. Louis



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## About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; and Social Work & Public Health.

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through CAPS.

The 2024-25 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

- Architecture & Urban Design Bulletin (PDF)
- Art Bulletin (PDF)
- Arts & Sciences Bulletin (PDF)
- Business Bulletin (PDF)
- Engineering Bulletin (PDF)
- Law Bulletin (PDF)
- Medicine Bulletin (PDF)
- Social Work & Public Health Bulletin (PDF)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the 2024-25 *Bulletin* apply to students entering Washington University during the 2024-25 academic year. For more information, please visit the Catalog Editions (p. 7) page.

Every effort is made to ensure that the information, applicable key policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2024). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2025. In the interim, semester course offerings will be found in Washington University's Course Listings; these are usually available at the end of September for the upcoming spring semester, in early February for the upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions,

and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 7) in the About This Bulletin section.

For the most current information about registration and available courses, visit WebSTAC and Course Listings, respectively. Please email the Bulletin editor, Jennifer Gann, (jennifer.gann@wustl.edu) with any questions concerning the *Bulletin*.

## Bulletin Policies

### Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the Bulletin, please visit the Catalog Editions page (p. 7).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

### Discontinued Programs

Periodically, Washington University schools will change their program offerings. If a program is no longer accepting applicants, we will note this in the *Bulletin*, and soon after the program will be removed from the *Bulletin*. Students who are actively enrolled in these programs will be held to the requirements and policies published in the *Bulletin* from their year of matriculation. If a student has not been continuously enrolled in such a program and now wishes to inquire whether a discontinued program can still be completed, they should contact the relevant department or school to determine whether this opportunity is available.

### Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 7).

## Course Numbering

Courses at Washington University are coded by department and include a three- or four-digit number that generally means the following, although students should check with the school or department offering the courses to be certain:

- 100 to 199 are primarily for first-year students;
- 200 to 299 are primarily for sophomores;
- 300 to 399 are primarily for juniors;
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit; and
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. (If there are no stated requirements, juniors and seniors should obtain permission of the instructor.)

For example: Course L07 105 is an introductory course offered by the Department of Chemistry (L07).

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration. Enrollment requirements are determined by term.

## Curriculum Designators

The designators shown below are used in Washington University's course descriptions and listed here alphabetically by code. The primary fields covered in each section are also listed.

### A (Architecture)

Code	Name
A46 ARCH	Architecture
A48 LAND	Landscape Architecture
A49 MUD	Urban Design
AS1 MedSoc	Medicine and Society
AS2 PCS	Process Control Systems
AS3 UMSLEN	UMSL Joint Engineering Program

### B (Business)

Code	Name
B50 ACCT	Accounting
B51 ADMN	Administration
B52 FIN	Finance
B53 MGT	Management
B54 MEC	Managerial Economics
B55 MKT	Marketing
B56 OB	Organizational Behavior
B57 SCOT	Supply Chain, Operations, and Technology
B59 DAT	Data Analytics
B60 ACCT	Graduate Accounting
B62 FIN	Graduate Finance
B63 MGT	Graduate Management
B64 MEC	Graduate Managerial Economics
B65 MKT	Graduate Marketing
B66 OB	Graduate Organizational Behavior

B67 SCOT	Graduate Supply Chain, Operations, and Technology
B69 DAT	Graduate Data Analytics
B90 BEE	Brookings Executive Education
B99 INTL	International Studies

### E (Engineering)

Code	Name
E35 ESE	Electrical & Systems Engineering
E37 MEMS	Mechanical Engineering & Materials Science
E44 EECE	Energy, Environmental & Chemical Engineering
E60 Engr	General Engineering
E62 BME	Biomedical Engineering
E81 CSE	Computer Science & Engineering
EGS EGS	Engineering Graduate Studies

### F (Art)

Code	Name
F00 Art	Art
F10 ART	Art (Core and Major Studio Courses)
F20 ART	Art (Elective Studio Courses)

### I (Interdisciplinary Programs)

Code	Name
I02 MAIR	Military Aerospace Science
I25 MILS	Military Science
I50 INTER D	Interdisciplinary Studies
I52 IMSE	Institute of Materials Science & Engineering
I53 DCDS	Division of Computational and Data Sciences
I60 BEYOND	Beyond Boundaries

### L (Arts & Sciences)

Code	Name
L01 Art-Arch	Art History and Archaeology
L04 Chinese	Chinese
L05 Japan	Japanese
L07 Chem	Chemistry
L08 Classics	Classics
L09 Greek	Greek
L10 Latin	Latin
L11 Econ	Economics
L12 Educ	Education
L13 Writing	Writing
L14 E Lit	English Literature
L15 Drama	Drama
L16 Comp Lit	Comparative Literature
L18 URST	Urban Studies

L19 EEPs	Earth, Environmental, and Planetary Sciences
L21 German	Germanic Languages and Literatures
L22 History	History
L23 Re St	Religious Studies
L24 Math	Mathematics and Statistics
L27 Music	Music
L28 P.E.	Physical Education
L29 Dance	Dance
L30 Phil	Philosophy
L31 Physics	Physics
L32 Pol Sci	Political Science
L33 Psych	Psychological & Brain Sciences
L34 French	French
L36 Ital	Italian
L37 Portug	Portuguese
L38 Span	Spanish
L39 Russ	Russian
L40 SOC	Sociology
L41 Biol	Biology and Biomedical Sciences
L43 GeSt	General Studies
L44 Ling	Linguistics
L45 LatAm	Latin American Studies
L46 AAS	Asian American Studies
L48 Anthro	Anthropology
L49 Arab	Arabic
L51 Korean	Korean
L52 ARC	Archaeology
L53 Film	Film and Media Studies
L56 CFH	Center for the Humanities
L57 RelPol	Center on Religion and Politics
L59 CWP	College Writing Program
L61 FYP	First-Year Programs
L62 Praxis	Praxis
L63 IPMS	Movement Science
L64 PNP	Philosophy-Neuroscience-Psychology
L66 ChSt	Children's Studies
L73 Hindi	Hindi
L74 HBRW	Hebrew
L75 JIMES	Jewish, Islamic, and Middle Eastern Studies
L77 WGSS	Women, Gender, and Sexuality Studies
L81 EALC	East Asian Languages & Cultures
L82 EnSt	Environmental Studies
L84 Lw St	Legal Studies
L85 MedH	Medical Humanities
L86 PBPM Study	Biological & Physical Sciences for PBPM Study
L87 SDS	Statistics and Data Science
L89 SpHr	Speech and Hearing

L90 AFAS	African and African-American Studies
L92 APL	Applied Linguistics
L93 IPH	Interdisciplinary Project in the Humanities
L97 GS	Global Studies
L98 AMCS	American Culture Studies
L99 OSP	Overseas Programs
LGS GSAS	The Graduate School
LPH LPHS	Public Health and Society

## M (Medicine)

Code	Name
M01 OT	Occupational Therapy Program
M02 PhysTher	Physical Therapy Program-Grad
M04 FYSelect	First-Year Selectives
M05 Neurosci	Neuroscience
M10 Anesth	Anesthesiology
M15 Biochem	Biochemistry and Molecular Biophysics
M17 CLNV	Clinical Investigation
M18 BMI	Biomedical Informatics
M19 PHS	Population Health Sciences
M20 Genetics	Genetics
M21 MSB	Biostatistics and Genetic Epidemiology
M25 Medicine	Internal Medicine
M26 FamMed	Family Medicine
M27 EMED	Emergency Medicine
M30 MolMB	Molecular Microbiology
M35 Neurol	Neurology
M40 NeurSurg	Neurological Surgery
M45 ObGyn	Obstetrics and Gynecology
M50 Ophth	Ophthalmology and Visual Sciences
M55 Oto	Otolaryngology
M60 Path	Pathology
M65 Peds	Pediatrics
M70 MolBio/Pha	Molecular Biology and Pharmacology
M75 CellBio	Cell Biology and Physiology
M80 Interdis	Interdisciplinary
M81 Gateway	Gateway Curriculum
M85 Psych	Psychiatry
M88 AHBR	Applied Health Behavior Research
M89 PACS	Audiology and Communication Sciences
M90 Radiol	Radiology
M91 MedPhys	Medical Physics
M92 RadOnc	Radiation Oncology

M93 NrsSci	Nursing Science
M95 Surgery	Surgery
M96 Ortho	Orthopedic Surgery
M99 Ind Stdy	Independent Study

## S (Social Work and Public Health)

Code	Name
S10 SWCR	Core
S15 SWCR	MSW Foundation
S20 SWHS	Theory, Problems & Issues
S30 SWDP	Practice Methods
S31 SWDP	Practice Methods
S40 SWSP	Social Policy
S48 SWSP	Social Policy
S50 SWSA	Practice Methods
S55 MPH	Master of Public Health (MPH)
S60 SWCD	Practice Methods
S65 SWCD	Practice Methods
S70 SWPR	MSW Practicum
S81 SKILL	Skill Labs
S90 SWDT	Brown PhD
S91 PSTM	Post-Master Certificate

## T (Engineering - Joint Program & Sever Institute)

Code	Name
T11 JCS	Joint Introduction to Computing
T54 PRJM	Project Management
T55 ETEM	Engineering Management
T64 CNST	Construction Management
T71 HLTHCARE	Health Care Operations
T81 INFO	Information Management
T83 CYBER	Cybersecurity Management
T92 HCO	Health Care Operations (Online)
T93 CSM	Cybersecurity Management (Online)
T95 EMGT	Engineering Management (Online)

## U (School of Continuing & Professional Studies)

Code	Name
U02 Classics	Classics
U03 GS	General Studies
U05 Chem	Chemistry
U07 Econ	Economics

U08 Educ	Education
U09 Psych	Psychological & Brain Sciences (Psychology)
U10 ArtArch	Art History and Archaeology
U11 EComp	English Composition
U12 Fr	French
U13 EPSc	Earth and Planetary Sciences
U14 German	Germanic Languages and Literatures
U15 ELP	English Language Programs
U16 Hist	History
U18 Film	Film and Media Studies
U19 SUST	Sustainability
U20 Math	Mathematics and Statistics
U21 Drama	Drama
U22 Phil	Philosophy
U23 Phys	Physics
U24 Mus	Music
U25 PolSci	Political Science
U26 Port	Portuguese
U27 Span	Spanish
U29 Bio	Biology
U30 Spch	Speech
U31 Dance	Dance and Somatic Movement Studies
U32 CompLit	Comparative Literature
U35 Arab	Arabic
U36 Japan	Japanese
U37 Hebr	Hebrew
U38 Chinese	Chinese
U39 Russ	Russian
U40 Ital	Italian
U43 IS	International Studies
U44 Bus	Business
U47 IRISH	Irish Studies
U48 Comm	Communications
U49 JRN	Journalism
U51 KOREAN	Korean
U56 ISLA	Integrated Studies in Liberal Arts
U65 ELit	English and American Literature
U66 RelSt	Religious Studies
U67 LAS	Latin American Studies
U68 SOC	Sociology
U69 Anthro	Anthropology
U71 DATA	Data Studies
U73 Hindi	Hindi
U74 Sci	Science
U76 NPM	Nonprofit Management
U78 EAsia	East Asian Studies
U79 Art	Art
U80 CRM	Clinical Research Management

U82 CIM	Computers and Information Management
U84 AFAS	African and African-American Studies
U85 IA	International Affairs
U86 HCARE	Health Care
U87 HRM	Human Resources Management
U89 AMCS	American Culture Studies
U90 GIS	Geographic Information Systems
U91 Ling	Linguistics
U92 WGSS	Women, Gender, and Sexuality Studies
U93 Scan	Scandinavian
U94 JME	Jewish, Islamic, and Middle Eastern Studies
U96 DLA	DLA Seminars
U98 MLA	MLA Seminars

## W (Law)

Code	Name
W74 LAW	Law
W75 LAW	Law
W76 LAW	Law
W77 LAW	Law
W78 LAW	Law
W79 LAW	Law
W80 OLAW	Law Onlin

## X (Design & Visual Arts)

Code	Name
X10 XCORE	Design & Visual Arts - Core
X20 XELEC	Design & Visual Arts - Elective

## Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing course work and new policies are initiated by the appropriate institutional departments, committees or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students must complete the graduation requirements in effect during the term that they matriculated into their program of study as published in the edition of the *Bulletin* from that academic year. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

## Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar ([registrar@wustl.edu](mailto:registrar@wustl.edu)) with specifics of the needed information.

### 2023-2024

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

### 2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

### 2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)



- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)

- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

## 2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

## 2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

## 2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

## 2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

## 2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

## 2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

## 2012-2013

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

## 2011-2012

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

## 2010-2011

- [Medicine Bulletin \(PDF\)](#)
- [Undergraduate Bulletin \(PDF\)](#)

## 2009-2012

- [Graduate Arts & Sciences Bulletin \(PDF\)](#)

## 2009-2010

- [Medicine Bulletin \(PDF\)](#)

## 2008-2010

- [Undergraduate Bulletin \(PDF\)](#)

## 2008-2009

- [Medicine Bulletin \(PDF\)](#)

## 2006-2009

- [Graduate Arts & Sciences Bulletin \(PDF\)](#)  
and accompanying 2008 Update (PDF)

## 2006-2008

- [Undergraduate Bulletin \(PDF\)](#)

# About Washington University in St. Louis

## Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts page of our website.

## Enrollment by School

For enrollment information, please visit the University Facts page of our website.

## Our Mission Statement

**The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.**

*At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.*

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

### Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

### To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

*Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.*

## Trustees & Administration

### Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

### University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

## Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools — particularly our graduate and professional schools — may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

## Fall Semester 2024

**College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies**

Date	Day	Description
August 26	Monday	First day of classes
September 2	Monday	Labor Day (no classes)
October 5-8	Saturday-Tuesday	Fall Break (no classes)
November 27- December 1	Wednesday-Sunday	Thanksgiving Break (no classes)
December 6	Friday	Last day of classes
December 9-11	Monday-Wednesday	Reading days
December 12-18	Thursday- Wednesday	Final exams

## Spring Semester 2025

**College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies**

Date	Day	Description
January 13	Monday	First day of classes
January 20	Monday	Martin Luther King, Jr. holiday (no classes)
March 9-16	Sunday-Sunday	Spring Break (no classes)
April 25	Friday	Last day of classes
April 28-30	Monday-Wednesday	Reading days
May 1-7	Thursday- Wednesday	Final exams

## Commencement

Date	Day	Description
May 12	Monday	Class of 2025 Commencement

## Summer Semester 2025

Date	Day	Description
May 19	Monday	First Summer Session begins
May 26	Monday	Memorial Day (no classes)
July 4	Friday	Independence Day (no classes)
August 14	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

## Campus Resources

### Student Support Services

#### The Learning Center

The Learning Center, located on the lower level of the Mallinckrodt Center and housed within the Center for Teaching and Learning, is the hub of academic support at Washington University in St. Louis. The Learning Center's programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. All services are free (with the exception of MCAT prep), and each year more than 1,800 students participate in one or more of our programs.

The Learning Center offers support for foundational courses through Peer-Led Team Learning and our drop-in mentoring programs (Residential Peer Mentoring and Drop-In Academic Mentoring). Individual peer-led coaching is available for academic skills such as time management, study strategies, note-taking, accessing resources, and managing test anxiety. Other services offered include small group mentoring for eligible students and an MCAT preparation program.

For more information, visit the Learning Center website or call 314-935-2066.

#### Disability Resources

Disability Resources supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or call 314-935-5970 for more information.

#### TRIO: Student Support Services

TRIO is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

## Medical Student Support Services

For information about Medical Student Support Services, please visit the School of Medicine website.

## Office for International Students and Scholars

If a student is joining the university from a country other than the United States, this office can assist that individual through their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website or call 314-935-5910.

## Office of Military and Veteran Services

This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to [veterans@wustl.edu](mailto:veterans@wustl.edu) for more information.

## Relationship and Sexual Violence Prevention (RSVP) Center

The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

## WashU Cares

WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

## The Writing Center

The Writing Center — a free service — offers writing support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

## Student Health and Well-Being Services, Danforth Campus

The Habib Health and Wellness Center provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Habib Health and Wellness Center website for more information about Habib's services and staff members.

### Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

## Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Habif Health and Wellness Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. Habif accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

Quadrangle Pharmacy, located in the Habif Health and Wellness Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as Habif's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Habif providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Medical history forms are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about immunization requirements and deadlines.

## Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Summers Recreation Center, consult the Health and Wellness Digital Library, follow Habif

on Instagram (@washu\_habif), and/or email [wellness@wustl.edu](mailto:wellness@wustl.edu). In 2018, this department launched the WashU Recovery Group to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

## Center for Counseling and Psychological Services (CCPS)

### Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access TimelyCare.

Located in the Habif Health and Wellness Center, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. Providers also offer self-help programs, including Therapy Assistance Online (TAO). All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to [ccpscoordinator@wustl.edu](mailto:ccpscoordinator@wustl.edu).

## Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of every year in which they wish to be removed from the Student Health Insurance Plan. Habif provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. It covers a membership to the Summers Recreation Center, health education, prevention efforts, and other benefits, including no-cost counseling visits.



## Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

## Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

## Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the university's Compliance and Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

## Compliance with Section 103 of the Veterans Benefits and Transition Act of 2018

It is WashU's policy to not impose penalties on individuals using Veteran Education Benefits, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement to borrow additional funds to cover the student's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the VA. This applies to individuals who submit their Certificate of Eligibility for entitlement to educational assistance to their VA School Certifying Official (SCO).

1. Students should submit a Certificate of Eligibility not later than the first day of a course for which the student wishes to use the entitlement for educational assistance. The SCO will advise the student to provide additional Documentation and information necessary for the proper certification of enrollment.
2. If a student does not receive their Certificate of Eligibility from the VA by the start of the academic term, the student should notify their SCO of their intent to use Veteran Education Benefits and should submit additional Documentation and forms as requested.
3. In cases where a student is unable to meet a financial obligation to the university because the amount of a disbursement from the VA is less than anticipated, the university will require additional payment from the student and will provide the student with a timeline for payment before assessing late fees. Students should contact their SCO for assistance.

4. Students may request certification for previous academic terms if they were eligible for benefits at the time for which they want to be certified. In cases where Veteran Education Benefits are used to certify previous academic terms, students are responsible for any late fees incurred prior to the date of the certification request. This excludes Yellow Ribbon benefits, which are not retroactive for previous fiscal years.

## Courses and Credit

### Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

### Credit Measure

Credit hours for undergraduate and graduate programs are awarded as “units.” A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the “American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools” document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

## Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

## Graduate Student Academic Integrity Policies

### Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
  - a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
  - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
  - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
  - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.



2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

## Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

## Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment is available on the Human Resources website.

## Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

## Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity  
Phone: 314-935-2846  
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution, Office of Institutional Equity  
Phone: 314-935-1139  
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop  
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU Confidential Concern Reporting Portal

## Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the Provost  
Phone: 314-935-3118  
jwkennedy@wustl.edu

Office: Umrath Hall, Room 001  
Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO 63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

## Statement of Intent to Graduate

Students are required to file an Intent to Graduate via WebSTAC prior to the semester in which they intend to graduate. Additional information is available from school dean's offices and the Office of the University Registrar.

## Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts from the Office of the University Registrar via either WebSTAC (if they remember their WUSTL Key) or Parchment (if they do not have or cannot remember their WUSTL Key). Students may print unofficial transcripts for their personal use from WebSTAC. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

## Student Conduct

The Washington University in St. Louis Student Conduct Code (“the Code”) sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university’s academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

## Student Financial Responsibility

### Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

### Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided

by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

### Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University’s Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University’s Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

## Student Health

### Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

### Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free Policy is available on the Human Resources website.

### Medical Information

Entering students in Danforth Campus programs must provide medical information to the Habib Health and Wellness Center. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at the Habib Health and Wellness Center, if there is no evidence of immunity. In addition, undergraduate students will be required to obtain meningitis vaccinations. Students will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student portal on the Habib Health and Wellness Center website. All students who have completed the registration process should access the student portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Habib Health and Wellness Center. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

## Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to WebSTAC to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs.

In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

## Undergraduate Student Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

## Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

## Violations of This Policy Include but Are Not Limited to the Following:

### 1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

## 2. **Cheating on an Examination**

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

## 3. **Copying or Collaborating on Assignments Without Permission**

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

## 4. **Fabrication or Falsification of Data or Records**

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or "works cited" list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one's own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one's own findings. This includes copying laboratory data from another student to present as one's own; modifying data in a write-up; and providing data to another student to submit as their own.

## 5. **Other Forms of Deceit, Dishonesty or Inappropriate Conduct**

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else's name other than their own. This includes but is not limited to sitting for another person's exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

## Reporting Misconduct

### Faculty Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

### Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

### Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources, if applicable.

## Procedure

### Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Integrity Council made up of faculty, staff, and students representing the undergraduate schools and participating graduate programs.

### Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Integrity Council panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

## Sanctions

### If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

### If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

## Appeals

If a student believes the panel did not conduct a fair hearing, or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision was made by the panel and Academic Integrity Coordinator, the appellate officer will be the Chair of the Student Conduct Board. For cases in which the decision was made by the Panel and the Student Conduct Board Chairperson, the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education will serve as the appellate officer. Appeals are governed by Section VII of the university Student Conduct Code.

## Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

## Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

## Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

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*Endorsed by the Faculty Senate Council on March 16, 2010*

*Effective July 1, 2010*

*Updated December 4, 2014*

*Endorsed by the Faculty Senate Council on October 18, 2023*

*Updated April 18, 2024*

## University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

## Washington University in St. Louis

### Accreditation

- Higher Learning Commission

### Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

## College of Arts & Sciences

### Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity



- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

## Office of Graduate Studies, Arts & Sciences

### Memberships

- American Academy of Physician Associates
- Association of Graduate Schools  
(Founding member)
- Council of Graduate Schools  
(Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

## Sam Fox School of Design & Visual Arts

### Accreditation — College of Art

- National Association of Schools of Art & Design  
(Founding member)

### Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

### Membership — College of Architecture

- Association of Collegiate Schools of Architecture

### Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

### Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

## Olin Business School

### Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International  
(Charter member since 1921)
- EQUIS

## McKelvey School of Engineering

### Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

### Membership

- American Society for Engineering Education

## School of Law

### Accreditation

- American Bar Association
- Media Law Resource Center

### Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

## School of Medicine

### Accreditation

- Liaison Committee on Medical Education

### Membership

- Association of American Medical Colleges

## Brown School

### Accreditation

- Council on Education for Public Health
- Council on Social Work Education

## School of Continuing & Professional Studies

### Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

**Note:** Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

## University Libraries

### Membership

- Association of Research Libraries



# Graduate Study

## Policies & Guidelines

### Academic Load Status for Financial Aid, Immigration and Enrollment Verification

#### Graduate (Fall, Spring):

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

#### Graduate (Summer):

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

## Postdoctoral Training

According to the National Institutes of Health and the National Postdoctoral Association, a postdoctoral appointee is an individual holding a doctoral degree who is engaged in a temporary period of mentored research or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of their choosing. At Washington University in St. Louis, postdoctoral appointees conduct advanced research training with a faculty mentor and are supported by either research grants, individual fellowships, or institutional training grants.

Under the purview of the Office of the Vice Chancellor for Research, the Office of Postdoctoral Affairs (OPA) serves postdoctoral research associates and postdoctoral research scholars on both the Danforth and Medical campuses. The OPA helps postdoctoral appointees reach their career and professional development goals, advocates for postdoctoral issues, acts as a resource for information regarding postdoctoral life and recruitment, and, in collaboration with the Washington University Postdoc Society (WUPS), creates a lively postdoctoral community. Washington University in St. Louis is an institutional member of the National Postdoctoral Association.

For more information, visit the OPA website.

## Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

## Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

## Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

## Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

# University PhD Policies & Requirements

## Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

## Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

## Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

## PhD Student Support Policies and Resources

### New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program. A leave of absence pauses the academic clock.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

## Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

## Financial Policies

### PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both Washington University in St. Louis and the students admitted/enrolled. Washington University in St. Louis typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship, the McDonnell International Scholars Academy, or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2024-25 academic year is \$36,050 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not usually eligible for this minimum financial award.

## PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

### Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

### Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award **may not** combine or "stack" the external award with the university financial support.\* Students receiving an external fellowship or stipendiary award have two options.

#### *Option 1: Supplementation of an External Fellowship or Stipendiary Award*

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

#### *Option 2: Deferral of University Fellowship or Stipendiary Award*

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

- \* Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

## PhD Student Employment

### Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

## Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

## Implications for International Students

International students attending Washington University in St. Louis on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

## Tax Implications

Please visit Washington University in St. Louis's Financial Services site for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

## PhD General Requirements and Policies

To earn a PhD at Washington University in St. Louis, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate form via WebSTAC.

**Note:** Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

## Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied.

## Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

## Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

## Mentored Experience Requirement

All PhD students at Washington University in St. Louis must complete a department/program-defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student's transcript when complete. Each department/program has an established Mentored Experience Implementation Plan in which the number of semesters that a student must engage in a Mentored Teaching Experience or a Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments/programs may elect to include the Mentored Professional Experiences as an avenue for completing one or more semesters of

the Mentored Experience Requirement. Doctoral students will enroll in Mentored Teaching Experiences or Mentored Professional Experiences to signify their progression toward completing the overall Mentored Experience Requirement for their degree.

The Mentored Experience Requirement will be altered for the 2025-26 academic year and will be documented in the *Bulletin*. Some programs are piloting changes for the 2024-25 academic year and will independently communicate with their students regarding any changes.

## Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

## Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.



Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

## Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

## Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

## Degree Candidacy Extension (DCE)

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

# PhD Mentored Experiences

## Mentored Experience Requirements

Doctoral students at Washington University must complete a department defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student transcript, when complete. Each department has an established Mentored Experience Implementation Plan in which the number of semesters in which a student must engage in a Mentored Teaching or Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments may elect to include Mentored Professional Experiences as an avenue to complete one or more semesters of the Mentored Experience Requirement. Doctoral students will enroll in LGS 600 (Mentored Teaching Experience) or LGS 603 (Mentored Professional Experience) to signify progression in completing the overall Mentored Experience Requirement for the degree. *Please note: A committee is looking into the MTE and there may be updates to the policy.*

## Mentored Experience Implementation Plans

A department defined requirement for PhD students to engage in mentored teaching activities and/or other mentored professional activities. The requirement includes information related to the role of teaching or professional experiences within the discipline, the department's plan for supporting and offering pedagogical training, the normal sequence of opportunities for a PhD student, and the number of semesters required. Departments have the opportunity to send updated Mentored Experience Implementation plans to the Vice Provost for Graduate Education and International Affairs each academic year.

## Current Departmental Plans

- Anthropology
- Art History & Archaeology
- Biology & Biomedical Sciences
- Biomedical Engineering
- Business
- Chemistry
- Classics
- Comparative Literature
- Computer Science & Engineering
- Earth, Environmental, & Planetary Sciences
- East Asian Languages & Cultures
- Economics

- Education
- Electrical & Systems Engineering
- Energy, Environmental, & Chemical Engineering
- English
- French
- Germanic Languages & Literature
- Hispanic Studies
- History
- Materials Science & Engineering
- Mathematics & Statistics
- Mechanical Engineering
- Movement Science
- Music
- Nursing Science
- Performing Arts – Dance
- Philosophy
- Physics
- Political Science
- Psychological & Brain Sciences
- Rehabilitation & Participation Science
- Sociology
- Speech & Hearing
- Writing

## Mentored Experience Student FAQs

### Am I able to teach as a primary instructor as part of the Mentored Teaching Experience (MTE)?

Yes, once students have completed the minimum pedagogical competencies associated with mentored teaching, the department may assess the students' ability and interest to determine if the opportunity to teach as a primary instructor (with faculty support), proves advantageous for the doctoral student. A faculty member must be listed as a support person with the label Mentor. Students will enroll in LGS 600.

## **I completed my department's defined mentored experience requirement. Can I continue to teach or engage in a professional experience?**

Yes, students who completed the department's mentored experience may continue to teach if they are hired as an adjunct instructor. Students who completed the department's mentored experience may continue to engage in a professional experience either as an extracurricular activity or as an internship, either paid or unpaid. Students may not enroll in LGS 600 and LGS 603 after the Mentored Experience requirement is complete.

## **Can I use a paid experience to count toward my department's Mentored Experience requirements?**

No, paid experiences may not be counted toward your degree requirements. However, professional experiences that encourage the exploration of diverse careers are certainly supported by the the Vice Provost for Graduate Education and International Affairs. Students should always heed the part-time employment policy when considering engagement in a paid professional experience. Students are also encouraged to meet with the Director of Institutional Development for guidance on how these experiences fit into individualized career goals.

## **My department does not offer the Mentored Professional Experience as an option to fulfill the Mentored Experience requirement. Can I still engage in an MPE?**

No, MPE is an academic endeavor that is applied toward a degree requirement.

## **Can I participate in a paid mentored professional experience?**

Students may participate mentored experience as part of an internship, externship, or other similar experience. Students may not enroll in LGS 603 for a professional experience that is paid; this includes paid Curricular Practical Training (CPT) experiences.

## **Mentored Experience Department FAQs**

### **How often should Mentored Experience Implementation Plans be reviewed and updated?**

Departments may update their Mentored Experience Implementation Plans (formally Teaching Implementation Plans) at any time. Generally, students should be held to the defined plan that was in effect when the student was admitted. However, plans that are expanded to become more inclusive of diverse options may be offered as the guideline to students who were admitted in a previous term. Under no circumstance should a student be required to complete more semesters of the Mentored Experience than what was defined by the department when the student was admitted to the PhD program.

The Director of Institutional Development will send a call for review to the Mentored Experience plan during the Spring term of each academic year. Departments are encouraged to review the plan to determine if any changes are needed.

### **Are AM students allowed to complete a Mentored Experience?**

AM students are not eligible for enrollment in LGS 600 (MTE) or LGS 603 (MPE). AM students engaged in teaching activities must be compensated by the department.

### **Can we count a student's previous semester's engagement in a mentored professional experience toward the Mentored Experience requirement?**

Yes, the department has the right to apply those experiences toward the students' semester requirements for Mentored Experiences. Note that students will not be retroactively enrolled in LGS 603 to account for these activities. The department will need to track any activities completed in a previous semester independently of SIS.



# Graduate School of Architecture & Urban Design

The Graduate School of Architecture & Urban Design cultivates the designer's identity as a leader and as both an expressive individual and a socially responsible citizen. Our programs emphasize the physicality of design through regard for site, purpose, material, technique, and meaning. Our commitment to the ethical practice of architecture, landscape architecture, and urban design spans disciplines, contending cultural theories and the range of representational media.

The Graduate School of Architecture & Urban Design provides an intimate environment for learning, with individualized attention in the design studios and correspondingly small lectures and seminars. The independent character of a student's abilities is demonstrated and tested in the final semester through the Degree Project, in which students work individually with faculty and critics. The graduate school also has a strong teaching and research assistant program, with approximately one out of every four students engaged in this learning experience.

## Contact Information

Graduate School of Architecture & Urban Design  
MSC 1079-131-105  
One Brookings Drive  
St. Louis, MO 63130-4899  
Phone: 314-935-6227  
Contact Form

Email: [wuarch@wustl.edu](mailto:wuarch@wustl.edu)  
Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture>

## Faculty

### Endowed Professors

#### Aki Ishida

Sam and Marilyn Fox Professor  
BArch, University of Minnesota  
MSAAD, Columbia University

#### Bruce Lindsey, AIA

E. Desmond Lee Professor for Community Collaboration  
MFA, University of Utah  
MArch, Harvard University

#### Robert McCarter

Ruth & Norman Moore Professor  
MArch, Columbia University

#### Eric Mumford

Rebecca and John Voyles Professor of Architecture  
PhD, Princeton University

#### Mónica Rivera

JoAnne Stolaroff Cotsen Professor of Architecture  
MArch, Harvard University

## Professors

#### Patricia Heyda

MArch, Harvard University

#### John Hoal

PhD, Washington University in St. Louis

#### Derek Hoeferlin

MArch, Yale University

#### Adrian Luchini

MArch, Harvard University

#### Linda C. Samuels

PhD, University of California, Los Angeles

#### Hongxi Yin

PhD, Carnegie Mellon University

## Professor of Practice

#### Nanako Umemoto

BArch, The Cooper Union

## Associate Professors

#### Chandler Ahrens

MArch, University of California, Los Angeles

#### Gia Daskalakis

Dipl de Postgrado, Universidad Politécnica de Catalunya

#### Catalina Freixas

Dipl Arch, Universidad de Buenos Aires

#### Zeuler Lima

PhD, Universidade de São Paulo

#### Constance Vale

MArch, Yale University

## Assistant Professors

#### Wyly Brown

MArch, Harvard University

#### Seth Denizen

PhD, University of California, Berkeley

#### Eric Ellingsen

MArch/MLA, University of Pennsylvania  
MA, St. John's College

**Michelle Hauk**

PhD, Columbia University  
MArch/MSAS, Washington University in St. Louis

**Petra Kempf**

PhD, Karlsruhe Institute of Technology  
MSc, Columbia University

**Pablo Moyano**

MArch/MUD, Washington University in St. Louis

**Zahra Safaverdi**

MArch, Harvard University

**Kelly Van Dyck Murphy**

MArch, Washington University in St. Louis

## Senior Lecturers

**Ryan Abendroth**

MArch, University of Illinois at Urbana-Champaign

**Julie Bauer**

Diplom-Ingenieur in Architecture, Technical University of Berlin

**George Johannes**

MArch, Washington University in St. Louis

**Don Koster**

MArch, Washington University in St. Louis

**Doug Ladd**

BA, Southern Illinois University, Carbondale

**Emiliano López Matas**

MArch, Washington University in St. Louis

**Gay Lorberbaum**

MArch, Washington University in St. Louis

**Dennis McGrath**

BArch, University of Kansas

**Bob Moore**

PhD, Washington University in St. Louis  
BFA, Syracuse University

**Jim Scott**

JD, Saint Louis University School of Law

**Phillip Shinn**

BS, Princeton University

**Jonathan Stitelman**

MArch/MUD, Washington University in St. Louis

**Lindsey Stouffer**

MFA, Washington University in St. Louis

**Ian Trivers**

PhD, University of Michigan

## Professors Emeriti

**Kathryn Dean**

**Iain A. Fraser**

**Gerald Gutenschwager**

**Robert Hansman**

**James Harris**

**Sheldon S. Helfman**

**Stephen P. Leet**

**Donald Royse**

**Carl Safe**

**Thomas L. Thomson**

**Heather Woofert**

## Deans Emeriti

**Constantine E. Michaelides**

FAIA

**Cynthia Weese**

FAIA

## Courses

Below are listings for course levels 500 and above. For available 300- and 400-level courses, please visit our online course listings.

- **A46 ARCH (p. 33):** Architecture
- **A48 LAND (p. 48):** Landscape Architecture
- **A49 MUD (p. 53):** Urban Design

## Architecture

Visit online course listings to view semester offerings for A46 ARCH.

### A46 ARCH 501A Designing With Words

Writing is a creative act; a means by which designers craft the story of their vision with words. Writing is also a critical act; a way of thinking that refines and sculpts our ideas, sharpening and shaping the depth and clarity of the design process. And yet, writing at times can feel treacherous. We can frequently feel as if we are stumbling over words or even swimming up a river against them. How do we transform words into another way of designing? How do we put writing at our own command? This course will help to develop writing skills as another tool for the designer by addressing how we use writing in our own field, particularly in portfolios, presentations, and research. We will practice techniques to make writing meaningful as a critical and creative practice so that words are not barriers or add-ons, but a colorful complement to your creative vision. This course will be geared toward supporting students at all writing levels, particularly students writing in English as a second language.

Credit 3 units. Arch: GARW, HT

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**A46 ARCH 5080 Community Arts and Social Practice: An Introduction**

This seminar will bring together several different disciplines and methodologies to look at the practice of the arts in the context of community. The seminar will combine hands-on work and observation, theoretical analysis and reflection, and specific proposals. For our case studies, we will concentrate on several programs and places currently existing or developing in the St. Louis region. We will discuss both ends and means, and systems of evaluation that draw on, among other things, art, architecture, social work, and community development. Credit 3 units.

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**A46 ARCH 511 Architectural Design V**

Prerequisite: Satisfactory completion of Arch 419 or equivalent. Twelve hours of studio work a week. Credit 6 units.

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**A46 ARCH 511S Architectural Design V (Barcelona)**

Credit 6 units.

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**A46 ARCH 512 Architectural Design VI**

Prerequisite: Satisfactory completion of Arch 511. Twelve hours of studio work a week. Credit 6 units.

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**A46 ARCH 517S What Does the Museum Look Like? (Barcelona)**

The Museum, as an architectural typology and emblematic cultural device, is undergoing an intense transformation. This seminar aims to shed light on this typology and the role that museum architecture has as a mechanism to activate present-day communities. Students will conduct research through this type of contemporary culture condenser, which keeps digitalization and globalization. It will also consider the idea that a museum is not only a display or receptacle dedicated to established areas or disciplines such as the arts, science, sports, and industry, among others. The research methodology will analyze and deploy seminal case studies to revisit and propose alternatives for the Museum's evolution as an architectural device for contemporary culture. The course will address and discuss different topics such as the idea of destabilizing the Museum as an institution, dealing with conflict as a positive, alternative way to generate content, and thinking about this typology as a place mainly dedicated to positive interaction, discussion, service and exchange within the community. To compare and acquire a global perception of a constellation of museum types, specific graphic standards will be used to represent the analysis and deployment of case studies. These analyses, as well as the results of the discussions and pieces of work produced during the seminar, could result in a small publication.

Credit 3 units. Arch: GARW

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**A46 ARCH 517T Building Visits (Barcelona)**

In this 3-credit seminar, students will experience first-hand a careful selection of exemplary contemporary architecture conceived through environmental and social considerations. The seminar is divided into two parts; the first is based on case-studies, and the second is a Spring Break architecture travel. The first part consists of a series of lectures delivered by prominent guest practitioners on a single work (in or near Barcelona), followed by a visit with the architect to the building. Through on-site drawing analysis and other exercises, students will unfold the diverse design logics embedded in the building (urban, landscape, energy, material, tectonic and social) to grasp the work holistically. The Spring Break trip will similarly engage with exemplary built works and offices outside of Spain and within Europe. (The exact travel location will be determined according to regional covid restrictions at the time of travel.)

Credit 3 units. Arch: GACS

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**A46 ARCH 518A Pre-Design Seminar**

This course will cover issues related to the critical examination of pre-design, providing students with an understanding of the steps and strategies behind the initiation of an architectural project. Topics include site condition analysis, zoning and code regulations, typological research, programming and fiscal management. Credit 1.5 units.

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**A46 ARCH 520 Shifting from Lines to Surfaces/Virtual to Empirical**

Digital Media Design: Introduction to Exploring Digital and CAD/CAM Technology. This is a course in computing theory and techniques on 2-dimensional digital software and advanced 3-dimensional modeling software. Weekly demonstrations on software operations and individual projects will be developed. This course bridges the gap between 2D computational tools that define lines and the 3D tools that develop complex surfaces. These surfaces explore the possibilities of creating and articulating the non-linear geometries manipulated on the digital environment. The final project consists of 2-dimensional drawings, digital models, and physical models produced by advanced CAD/CAM technology. By employing alternative techniques and emerging technologies of manufacturing, new forms of objects and perceptions will re-define multiple design processes. Credit 3 units.

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**A46 ARCH 521H Topics in Advanced Architectural Computing: Performative Skins**

Course participants will explore the materiality and environmental suitability of skins, and will be encouraged to find the answers to questions about their topological performance in the context of dynamic environments and in the reality of their anthropospheric state of existence. Building Performance Analysis will facilitate the morphing of architectural design through various phases of environmental simulations; Insolation, light, wind and acoustics, for the purpose of creating a digitally altered tectonic that is most suitable of in situ conditions. Prerequisites for the class are an advanced knowledge of various digital modeling techniques and a basic understanding of sustainable design principles. An attempt will be made to establish a direct link between analytical results obtained with Ecotect and various applications supporting Smart Geometry, (Generative components). Credit 3 units.

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**A46 ARCH 521M Surface of affect/effect**

This course is a digital design and fabrication seminar that introduces the notion of architecture affecting human senses as well as the effects generated by the architectural entity. The affective ability will focus on tactility since it is the sense perceived by the entire body and opticality due to the visual nature of architecture. Both affect and effect focus on the surface as a plane of contact between people and their architectural environment. The class will develop digital modeling techniques that will lead to the development of physical prototypes that explore dynamic conditions responding to environmental variables that continually modify the visual and tactile boundary of the surface as division between a person and the exterior environment. In particular, the class will develop surfaces that explore physical movement, implied movement, and perceived movement. The course will involve readings and discussion along with the production of digital and physical prototypes. The class is a prelude to the digital fabrication studio in the spring 2015, but not a prerequisite for the studio. Students enrolled in this seminar will receive priority placement in the studio. Credit 3 units.

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**A46 ARCH 524E ORDINANCE: Territorial Rules & Urban Administration**

What is the link between rules and form? What is the relationship between form and politics? This course will essay an administrative history of the built environment, taking as its starting point the rules, codes, ordinances, laws, and guidelines that shape the landscape. We will turn a critical yet curious eye towards historic and contemporary case studies that shape or are shaped by a robust regulatory framework—from the French Forest Ordinance of 1669 to the work of MVRDV and contemporaries. We will examine both the built results and the theories and philosophies of design by which they are animated. In the arc of our readings, we will seek to link our territorial, urban, and architectural understanding with broader historical and economic moments. In addition to carrying out readings, discussions, and analyses, students will work towards ORDONNANCE, a collective publication that will historicize and diagram this administrative impulse.

Credit 3 units.

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**A46 ARCH 524F Critical Spatial Practice: Art / Architecture / Landscape / Urbanism**

Critical Spatial Practice reads the history of art, architecture, landscape, and urbanism across the grain in an effort to tease out latent affinities and to heighten meaningful antagonisms. In particular, this class takes a critical look at the ways in which creative practice has situated itself in relation to politics, power, society, and space, while maintaining a certain autonomy from each of these registers. Themes such as historic and collective memory; empire and war; publics and counterpublics; city and countryside; institutions and the everyday; will all be central tropes as we ask questions of what, exactly, provokes one to make. Each of these disciplines shares a certain projective and critical orientation to the world—but what is it that makes their methods so distinct? What might we learn from knowledge of these differences? Where do shared passions break down? As critical practitioners, we look to make sense of the world—while our search for meaning may take radically different forms. Throughout the term, we will be focusing on a range of projects, movements, artists/practitioners, and groups that take seriously the situatedness of their work. We will cover practices that might fall under more recognized categories, such as performance, land art, ecology, social practice, everyday urbanism, pedagogy, curation, and installation. We will interrogate the modes of production as well as modes of distribution that creative practitioners work within and against. We will look at the history of artists and designers engaging the built and natural worlds in ways that exceed the disciplinary frameworks of their time. From the Dada excursions to the Situationist Derives, from the urban representation of the CIAM grille to the urban choreography of Daniel Buren, and from the Romantic geography of Humboldt to the displaced geography of the Atlas Group. Throughout, we will be reading foundational texts—theoretical, historical, and methodological—that help situate these projects and movements within their contemporary milieu. By focusing on the context of these practices, this course has its eye on the many conceptual elisions and canonical lacunas that emerge in disciplinary-specific histories from the early 20th century to the present—while also operating as a retroactive genealogy of the aspirations of the Sam Fox School. Weekly meetings will be structured around an organizing theme with related readings, screenings, and viewings. Each class will consist of a short lecture by the instructor framing the topic, a student presentation weaving a network of thought around a single specific work/project and subsequent discussion. Final projects will critically engage the themes of the course as students produce a publication, installation, video, or performance that takes a position.

Credit 3 units.

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**A46 ARCH 524G American Cultural Landscapes**

Whether we are designing buildings, landscapes or neighborhoods, we are working on a cultural landscape—a place built from customs, memories, histories and associations as much as visual design itself. This course provides an overview of American cultural landscapes and their alteration, through readings, visual art, site visits and field surveys. Symbolic, utilitarian, architectural, scenographic or personal meanings will be explored alongside site histories. Throughout the semester, the course will interrogate the concept of vernacular landscapes, more broadly defined as landscapes of everyday life. From roadsides to homesteads to tourist attractions to landfills to urban neighborhoods, vernacular landscapes define the image of America to large extent. Readings will unpack the contingencies between design, economics, cultural politics, agriculture, consumption and technology that inscribe culture across the land. Course work will be informed by the work of geographers, historians, writers, preservationists, filmmakers and visual artists. J.B. Jackson and Lucy Lippard's theories about the cultural uses of land will be anchors. Along the way, course readings and experiences (including field work) will make stops along the way to examine local landscapes including a radioactive landfill, the neighborhoods of Detroit, the "wild" west, Appalachian terrain, the Mississippi River, the Sunset Strip, the Buffalo Bayou in Houston and more. The course will pose a taxonomy of the types of cultural landscapes while presenting various methods for decoding, recording, interpreting, preserving and altering these places.

Same as A48 LAND 524G

Credit 3 units. Arch: GARW, RW

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**A46 ARCH 525K LAND Arch URB: landscapearchitectureurbanism**

New Disciplinary Dynamics: Blurs and Exchanges. Over the past decade, the various professions engaged in the construction of the built environment have been investigating (both in theory and practice) a specific and deliberate blurring, hybridization, and expansion of the traditional semantic and historical categories of landscape, architecture, and urbanism in an attempt to confront changing situations, environments, and cultures. Across geographical and cultural boundaries, the proliferation of projects (speculative and built) and essays appearing in recent years makes this phenomenon more than a passing trend or the product of individual reflection. Architecture, for example, as a conventional discipline with its own tasks, internal logic, and *modus operandi* has become so heterogeneous that it can no longer adequately authenticate its products from within the limits of its historical category. The same holds true of the allied fields of landscape and urbanism. Strict disciplinary boundaries are no longer capable of attending to the complexity of contemporary demands produced by mobility, density, de-urbanization, hybrid programs, changing uses, and ecological concerns. The contemporary world forcibly imposes the need for greater flexibility and indeterminacy and for new techniques of practice that are anticipatory, receptive to change, and capable of opening an aperture to the future. This course will explore these disciplinary slippages and hybrid contacts between until now distinct categories through essays and built or speculative works. Fulfills History/Theory elective. Fulfills Urban Issues elective.

Credit 3 units. Arch: CAST, GACS, GAMUD, GAUI, UI

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**A46 ARCH 525L The Architecture of Le Corbusier**

A seminar course examining the works of Le Corbusier (1889-1965), one of the most important architects of the modern era whose works continue to exercise enormous influence on contemporary architecture. The seminar will explore Le Corbusier's entire career, including both built works, such as the Monastery of La Tourette, and unbuilt projects, such as the Venice Hospital. Students will analyze and present twenty selected architectural works dating from 1920 to 1965. Introductory lectures by the professor, followed by two student presentations in each class, and each team of two students will be required to present two buildings (one earlier work and one later

work). Analytical methods employed in the student presentations in the course will cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, and students will employ the graphic analysis standards developed by the professor. Individual research papers, as well as hard copies and CD's of the two in-class presentations will be due at the end of the semester. Students will be credited in the professor's book, *Le Corbusier*. Fulfills Master of Architecture History and Theory Elective Distribution requirement. Enrollment limited to 20 students. Credit 3 units.

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**A46 ARCH 525M Le Corbusier and Contemporary Architecture: Comparative Critical Analyses**

This graduate seminar employs comparative critical analyses to explore 20 works of the Swiss-French architect Le Corbusier (1887-1965), as well as works by 10 contemporary architects that share disciplinary ordering principles with the works of Le Corbusier: Guillermo Jullian de la Fuente and José Oubrière (associates of Le Corbusier), Henri Ciriani, Michel Kagan, Sandra Barclay and Jean Pierre Crousse, Yvonne Farrell and Shelley McNamara (Grafton Architects), Luigi Snozzi, Waro Kishi, Alberto Campo Baeza, and Thomas Phifer. Le Corbusier was one of the most important architects of the modern era, and his works continue to exercise enormous influence on contemporary architecture. This course will explore the architectural ordering principles that structure his work and the manner in which these ordering principles have been employed by contemporary architects. Analytical methods employed in the course will cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on Le Corbusier's focus on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use as well as the poetics of construction (or the way in which a building is built) and of what materials the building is made, as well as how all of these factors combine to construct the experience of those who inhabit it. Following introductory lectures by the faculty, each of the subsequent 10 class meeting will consist of a presentation of selected pairings of buildings -- two by Le Corbusier (generally a public building and a private house) and one by a contemporary architect -- to be presented by a team of two or three students. Readings from the text and other sources (scanned by TA) will be assigned and then discussed during each class. Students will be evaluated on both the quality of their individual presentations and the quality of their participation in the class discussions. Summary papers and CD's of the PowerPoint presentations will be due at the end of the semester. Credit 3 units. Arch: CAST, GACS, HT

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**A46 ARCH 526U Frank Lloyd Wright and Contemporary Architecture**

This graduate seminar employs comparative critical analyses to explore 10 works of the American architect Frank Lloyd Wright (1867-1959) and works by 10 contemporary architects that share disciplinary ordering principles with the works of Wright, selected from a list including John and Patricia Patkau, Tod Williams and Billie Tsien, Glenn Murcutt, Brian Healy, Wendell Burnette, Tom Kundig, Peter Stutchbury, Jose Luis Mateu, BAK, and Matthias Klotz. Wright's work was the inspiration for the first generation of Modern architects, including Mies van der Rohe, Jan Duiker, and others, and this course will explore the architectural ordering principles structuring his work and the manner in which these ordering principles have been employed by contemporary architects. Analytical methods employed in the course will cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on Wright's focus on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use as well as by the poetics of construction (the way in which a building is built), of what materials it is made, and how all these combine to construct the experience of those who inhabit it. Following introductory lectures by the faculty, each of the subsequent 10 class meetings will consist of the

presentation of a selected pairing of buildings -- two by Wright (house and public building) and one to three by a contemporary architect -- to be presented by a team of two students. Students will be evaluated on both the quality of their individual presentations and on the quality of their participation in the class discussions. Summary papers and CD's of the PowerPoint presentations will be due at the end of the semester. Credit 3 units. Arch: CAST, GACS, HT

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**A46 ARCH 527M Louis L. Kahn and Contemporary Architecture: Comparative Critical Analyses of Built Works**

A graduate seminar employing comparative critical analyses to explore ten works of the American architect Louis Kahn (1901-1974) and works by ten contemporary architects who have been influenced in some way by the works of Kahn, selected from a list including Steven Holl, Tod Williams and Billie Tsien, Peter Zumthor, Herman Hertzberger, Grafton Architects, Brad Cloepfil/Allied Works, Wiel Arets, Stanley Saitowitz, Thomas Phifer and Nieto Sobejano. Kahn was one of the most influential of the "second generation" of Modern architects, and this course will explore the architectural ordering principles structuring his work, how these were often derived from Kahn's perceptions regarding the works of his predecessors, and the manner in which these ordering principles have been employed by contemporary architects. Analytical methods employed in the course will cover that full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on Kahn's focus on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use, as well as the poetics of construction, or the way in which a building is built, and of what materials it is made, and how all these combine to construct the experience of those who inhabit it. Following introductory lectures by the faculty, each of the subsequent ten class meetings will consist of a presentation of a selected pair of buildings, one by Kahn and one by a contemporary architect, to be presented by teams of two students. Each student team will present two buildings, one by Kahn and one by a contemporary architect; one presentation in the first half of the semester, and one presentation in the second half of the semester. Students will be evaluated on both the quality of their team presentations, and on the quality of their participation in the class discussions accompanying each presentation. Summary papers and CD's of the PowerPoint presentations will be due at the end of the semester. Maximum enrollment: 20 students. Fulfills History and Theory Elective Distribution requirement. Credit 3 units. Arch: CAST, GACS, HT

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**A46 ARCH 527N Design at an Impasse: The Experience of Lina Bo Bardi**

This seminar will address timely conceptual and practical issues about architecture by studying the design and theoretical works of Italian-born Brazilian architect, Lina Bo Bardi (1914-1992). As one of the very few prominent women architects in the twentieth-century, she articulated many important questions that remain open in contemporary architecture. Her work ranged from editorial to curatorial projects, from furniture to urban design, and from new buildings to restoration and adaptive reuse projects. The title of this course refers to a posthumous book she organized in the later years of her life, in which she addressed the dilemmas of designing in a world in which basic human needs and shared social values are often at odds with the pervasiveness of individualism, images and commodities in a globalized Western culture. The seminar will be divided in three modes: lectures, individual research, and an exhibition project. Lectures will focus on a comprehensive approach to her life, work, and ideas. Individual research will focus on analyzing specific works organized by categories with access to both secondary and primary sources. The results of the research will be incorporated into a curatorial project for a pilot exhibition investigating the significance of her legacy to contemporary architects and designers. Fulfills History/Theory elective requirement. Credit 3 units.



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#### **A46 ARCH 527S Urbanism Since 1850**

Since the beginning of the industrial railroad era, architects have attempted to shape the form of cities in a variety of ways. Through lectures, field trips, discussions and films, this course will examine some of the most important episodes in urbanism since the urban and technological transformations of the mid-nineteenth century, including Haussmann's Paris and Cerda's extension of Barcelona, the Vienna Ringstrasse and the critical response to it in the work of Camillo Sitte; the American City Beautiful and English Garden City movements; early modern efforts in housing and planning, such as those of CIAM, the International Congress of Modern Architecture; urbanism and regionalism under the American New Deal; the era of massive metropolitan change after the Second World War, including postwar replanning efforts in various situations; the development of the discipline of urban design under Josep Lluís Sert at Harvard and elsewhere; visionary projects of the 1960s; the ideas and influence of Kevin Lynch, Colin Rowe, and Aldo Rossi and the work of the Congress for the New Urbanism; and more recent directions in urbanism. Fulfills History/Theory elective requirement for M.Arch students.

Credit 3 units. Arch: GARW, GAUI, HT, UI

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#### **A46 ARCH 527T The Architecture of Steven Holl, 1974-2014**

A seminar course examining the works of Steven Holl (1947-), one of the most important architects practicing today. During his forty-year career, 1974-2014, Holl's ordering principles and designs have exercised considerable influence over contemporary developments in architecture around the world. Today Holl is rightly considered the greatest of the third generation of American modern architects, following the first generation of Louis Sullivan, and the second generation of Louis Kahn, architects whose work has served as both a source of inspiration and a standard for Holl's work. In addition to teaching continuously at Columbia University since 1981, where he developed innovative design studio projects, Holl also co-founded in 1976 the influential critical journal PAMPHLET ARCHITECTURE. The course will be structured on the five sections of the proposed book, and will examine important early works such as the Hybrid Building at Seaside, the American Library in Berlin, and the five Edge of the City proposals; mid-career works such as the Housing at Fukuoka, the Stretto House in Dallas, the Chapel of St. Ignatius in Seattle, the Kiasma Museum in Helsinki, and Higgins Hall at Pratt Institute; and later works such as the School of Art at the University of Iowa, the Nelson-Atkins Museum addition in Kansas City, the Linked Hybrid in Beijing, and the Horizontal Skyscraper at Shenzhen. Analytical methods employed in the student presentations in the course will cover the full range of contextual, cultural, material, constructive and experiential attributes of buildings, with particular emphasis on the manner in which the spaces of a building are ordered by the patterns of occupation and "the poetics of use," as well as "the poetics of construction," or the way in which a building is built, and of what materials it is made, and how all these combine to construct the experience of those who inhabit it. Students will employ the graphic analysis standards developed by the professor. Following introductory lectures by the professor, each of the subsequent ten class meetings will consist of two student presentations of building analyses, and each team of two students will be required to present two buildings: one work from early in the career to be presented in the first half of the semester, and one work from later in the career to be presented in the second half of the semester. Students will be evaluated on both the quality of their team presentations, and on the quality of their individual participation in the class discussions accompanying each presentation. Individual research papers, as well as hard copies and CD's of the two in-class presentations, will be due at the end of the semester. Students will be credited in the professor's book; STEVEN HOLL, to be published by Phaidon Press in 2015. As an integral part of the course, the professor will lead an 'optional' field trip to the School of Art at the University of Iowa; this field trip will take place on a weekend. Fulfills History/Theory elective requirement. Credit 3 units.

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#### **A46 ARCH 527U Alvar Aalto and Contemporary Architecture: Comparative Critical Analyses of Built Works**

A graduate seminar employing comparative critical analyses to explore ten works of the Finnish architect Alvar Aalto (1898-1976) and works by ten contemporary architects that share disciplinary ordering principles with the works of Aalto, selected from a list including Alvaro Siza, Steven Holl, Tod Williams and Billie Tsien, John and Patricia Patkau, Juha Leiviska, Sverre Fehn, Sheila O'Donnell and John Tuomey, Jorn Utzon, Eduardo Souto da Moura and Fuensanta Nieto and Enrique Sobejano. Aalto was one of the most influential of the "second generation" of Modern architects, and this course will explore the architectural ordering principles structuring his work, how these were often derived both from Aalto's response to the Nordic environment and from Aalto's insights into the works of his predecessors, and the manner in which these ordering principles have been employed by contemporary architects. Analytical methods employed in the course will cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on Aalto's focus on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use, as well as the poetics of construction, or the way in which a building is built, and of what materials it is made, and how all these combine to construct the experience of those who inhabit it. Following introductory lectures by the faculty, each of the subsequent ten class meetings will consist of a presentation of a selected pairing of buildings, one by Aalto and one to three by a contemporary architect, to be presented by teams of two students. Students will be evaluated on both the quality of their individual presentations, and on the quality of their participation in the class discussions. Documentation of presentations are due at the end of the semester.

Credit 3 units. Arch: GACS

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#### **A46 ARCH 527V Carlo Scarpa and Contemporary Architecture: Comparative Critical Analyses of Built Form**

A seminar course examining the works of Carlo Scarpa (1906-1978), one of the most important second generation modern architects, whose works, though designed for the unique context of the Veneto region of Italy, nevertheless continue to exercise considerable influence on contemporary architecture around the world. Student teams will present analyses of a total of ten of Carlo Scarpa's built works, as well as analyzing the relation to Scarpa's works that can be found in the works of ten contemporary practices: Tod Williams + Billie Tsien, Steven Holl, Richard Murphy, Bridget Shim + Howard Sutcliffe, John Tuomey + Sheila O'Donnell, Shin Takamatsu, John and Patricia Patkau, Kathryn Dean/Dean-Wolf, Sverre Fehn and Tom Kundig/Olson-Kundig. Analytical methods employed in the student presentations in the course will cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular

emphasis on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use, as well as the poetics of construction, or the way in which a building is built, and of what materials it is made, and how all these combine to construct the experience of those who inhabit it. Following introductory lectures by the professor, and introduction of the analytical methods and graphic standards, each of the subsequent ten class meetings will consist of two student-team presentations of architectural analyses, one building by Carlo Scarpa and selected buildings from a contemporary practice. Each team of two students will make two presentations, one in the first half of the semester, and one in the second half of the semester. Readings from the textbook and other sources will be assigned, to be discussed during each class. Individual research papers, as well as hardcopy and CD's of the two in-class presentations will be due at the end of the semester. Fulfills Master of Architecture History and Theory Case Study Elective Distribution requirement.  
Credit 3 units. Arch: CAST, GACS, HT

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**A46 ARCH 528M Architectural Association, 1971-1990: Texts, Buildings, and Drawings**

This seminar will examine the convergence of curatorial, publishing, and professional practices at the Architectural Association (AA) in London under the chairmanship of Alvin Boyarsky. Through a focused study of the international network of AA notables in the 1970s and 80s -- Zaha Hadid, OMA/Rem Koolhaas, Bernard Tschumi, Daniel Libeskind, Peter Eisenman, John Hajduk, Peter Cook, Robin Evans, and others -- the seminar will establish a broader relationship between architectural theory and practice. The course will integrate a set of primary theoretical texts with a selection of AA Publications, illuminating the relationship between architecture and theories of image production, collection, and dissemination. Course requirements include weekly reading summaries, discussions, in-class presentations, and a research paper. Open to graduate and upper-level undergraduate students. Fulfills History/Theory elective requirement.  
Credit 3 units.

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**A46 ARCH 528S Everyday Urbanism: Global and Local Practices**

This course explores how qualities of urbanism are shaped through the aggregation of consistent, repetitive building typologies which subsequently gain difference and character over time through occupation by varied cultures, rituals, and behaviors. Among the relevant methodologies to study the relationship between built form and urban quality are those developed by John Stilgoe, who reads the history and culture of a place in terms of repeated features of development, and Tsukamoto Yoshiharu, founder of Atelier Bow-Wow, who notes how changes in the building typologies of Tokyo have had significant impacts of the public realm of the city. Observations derived from this form of research have a direct impact on how we understand the temporal and experiential qualities of the city, and subsequently, design. Open to upper-level undergraduate students and graduate students. Master of Urban Design students and Urban Design minors receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.  
Same as A49 MUD 528S  
Credit 3 units. Arch: GAMUD, GAUI, SEM, UI

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**A46 ARCH 528V Women in Architecture**

This research seminar will examine how women have shaped the field of architecture as practitioners, critics, researchers, and clients over the last two centuries, situating their work and their ideas within the canon of modern architecture through diverse historical and theoretical frameworks. It will trace the genealogical threads of key female figures in relation to international schools of thought, exploring the ways in which they contributed to the representation and production of space in the modern world. This seminar will also examine feminine discourses that both converged with and diverged from the dominant discourses of the field in order to shed light on the historical and

cultural contexts that defined women's roles as architects and as consumers of architecture. The course will cover key female figures in the field of architecture, including: Louisa Tuthill, Louise Blanchard Bethune, Sophia Hayden Marion Mahoney, Julia Morgan, Charlotte Perriand, Jaqueline Tyrwhitt, Catherine Bauer, Jane Drew, Minette de Silva, Cathrine Beecher, Miho Hamaguchi, Allison Smithson, Denise Scott-Brown, Adele Santos, Zaha Hadid, and others. Final project will be an exhibition.

Credit 3 units. Arch: GAHT, GARW, HT, RW

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**A46 ARCH 528W Challenging Cultural Assumptions Women in Architecture, 1827-1960**

This course will examine the significant contributions of women as architects and designers in the decades prior to 1960. Women designers in the post-Hadid era are far better known than the pioneer architects who will be examined in this course. The first American building designed by a woman was constructed in 1827, and by 1910 there were 50 women working professionally as architects in the United States. Myths about them include that they did not have successful careers, that they got few commissions, and that they did not make lasting contributions to architecture. The truth is that although they had an uphill struggle to compete with the men who dominated the profession - and sought to exclude them - women nevertheless made significant contributions to the prairie and international styles, worked successfully within beaux-arts and various stylistic revivals, and designed everything from homes to commercial, industrial and civic buildings - even a capital city. They invented new systems for housing and more efficient materials, like the K-brick. This course will provide details regarding gendered design theory which included kitchenless houses, cooperative home clusters, and significant opinions on urban renewal and city planning. A non-gendered lens will be applied to what makes a design - and a designer - great. This includes an examination of why women's designs have often been undervalued or erased in criticism, popular perception, the media and classroom instruction. Students will be encouraged to research and write a short paper about a woman or a group of women and their contribution(s) to architecture.  
Credit 1.5 units.

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**A46 ARCH 529E CELLULAR\_TRANSFORMATIONS**

Throughout history, design has always played an important role in technological development; however, within the context of modernity, contemporary design has seen its limits since the urgency of environmental and sustainable issues has inflicted a great impact in our lives. There is a shift in design process, not only to invent new materials, but to reorganize and transform the materials that currently exist in our world. The CELLULAR\_TRANSFORMATIONS research is a project that hybrids organic and synthetic interfaces by developing a cohesive materialism where both biological and artificial enhancements are produced. The CELLULAR\_TRANSFORMATIONS research explores the process of cells attaching to substrates and scaffolds by promoting organic tissue growth. The infrastructural scaffolds and manipulation of the structural experiments impact the surface heterogeneity that could be articulated for maximum control within a design process. Our goal is to invent new formations of substrates and scaffolding techniques that allow cells to fabricate their own natural matrix and structural integrity by holding their own mechanical loads. This course will enroll students from architecture, biology, and mechanical engineering to develop a collaborative research laboratory for experimenting with cellular growth techniques. The course will be working from the Architecture School's Digital Fabrication Lab and the Biology's Cellular Incubator Lab. There will be visits and lectures from the faculty of Washington University's Medical and Engineering Schools throughout the semester.  
Credit 3 units.

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#### **A46 ARCH 529F New Vision: Designing for New Tools**

This course is a research project between the School of Architecture and the Computer Science Department at Washington University in St. Louis. The course starts with lectures on fundamentals of architectural perception with spatial context and Computer Vision based 3D modeling methods. We will introduce state-of-the-art imaging applications on tablets and PCs, and explain the underlying technologies. The final project/research is to develop digital models and translations of an un-built architectural project through experimental visual tools that will alter 3D modeling with Computer Vision as aids. This interdisciplinary course offering will have a potential to significantly broaden the interests and knowledge of our students in both departments, and create new research and education opportunities at an interesting intersection of two different fields. Credit 3 units.

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#### **A46 ARCH 529G The Unruly City**

The history of the American city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that represent decay, obstacles to capital, unlawfulness or disorder. Designers denigrated unruliness in the pursuit of modernization in the 20th century, but today seem more conflicted on the constitution and remedies for disorder. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of an upscale grocery in a poor neighborhood? Neighborhoods that have lost most of their population and buildings, or new football stadiums offered as economic and architectural solutions to blight? Programs of housing, urban planning, infrastructural urbanism, zoning, policing, historic preservation and mass transportation have impacts that can either squelch or protect the "unruly." No design is not political. This course examines the divergent definitions of order and disorder that are shaping contemporary approaches to urban planning, governance and cultural production. This seminar digs into these questions, using the classic debate between Robert Moses and Jane Jacobs over the future of New York City as an entry point into urban political and economic ideas that engage concepts of order and disorder. We will cover readings by Sennett, Agamben, Mouffe, Negri & Hardt, Baldwin, Fanon, Certeau, Harvey, Zukin and others. This course will be place-based at Sumner High School in The Ville neighborhood of St. Louis, a historically Black neighborhood. The class will arrange a carpool to the teaching location and engage the community with real-world examination of course themes throughout the semester. Same as ISO INTER D 429G Credit 3 units.

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#### **A46 ARCH 530D Special Topics: Sustainability Dialogue in Studio Design Project**

Sustainable architecture is a complex system. The seminar is developed to facilitate Studio Project in "thinking in problem nets" for sustainability, which will challenge the student in connecting the vertical (the instrumental, in-depth, knowledge) and the horizontal (the practical, in-width, knowledge cross from multiple disciplines). This highly customized seminar will create an open dialogue for architectural design and sustainability practice. The students will learn how to integrate creativity in studio design project with sustainable practice, and learn how to evaluate the sustainability of his/her studio project throughout the design process. The seminar includes Public Lecture by a dozen of famous professionals in sustainable practice. The seminar will develop Special Topics on Sustainability based on DP student's projects. The students in seminar will schedule individual meetings with instructor and the experts on his/her studio design project. Priority will be given to students who will be simultaneously enrolled in Degree Project. Credit 3 units.

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#### **A46 ARCH 530E Special Topics**

Credit 3 units.

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#### **A46 ARCH 530F Special Topics: Introduction to Designing Healthcare Environments**

Healthcare environments -- and hospitals in particular -- are one of the most complex and challenging building types to design, construct and maintain. We want to create spaces that are calming and comforting for patients and families who are dealing with some of the most troubling times in their lives as well as spaces that truly support the healing process and positively affect outcomes. At the same time, many demands are placed on the physical environment: supporting efficient workflows for staff and physicians, providing a safe environment for all, being durable and maintainable, taking into account the rising cost of healthcare, adhering to the many guidelines and codes enforced by multiple authorities having jurisdiction, dealing with strict infrastructure requirements, and the list goes on and on. Through lectures, readings, and site visits, this course will provide an introduction to the fundamentals of designing healthcare environments, including what types of spaces can be found in healthcare environments; processes for balancing the complex and sometimes conflicting requirements of those spaces; and a variety of theories and trends shaping healthcare environments today and in the future. Credit 1.5 units.

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#### **A46 ARCH 530H Special Topics in Professional Practice**

Credit 3 units.

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#### **A46 ARCH 530J Special Topics in History & Theory**

Credit 3 units. Arch: CAST, GACS, HT

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#### **A46 ARCH 530M Special Topics in History & Theory: Open City**

Urban populations are characterized by flux and diversity that contribute to conditions of implicit and explicit inclusion and exclusion. Alongside architecture and urban design, cultural, economic, and political processes play an important role in determining whether urban change and diversity operate as assets or threats. The central question of this Research and Writing seminar will be whether and how design (at a variety of scales and degrees of formality) generates and accommodates communities and places of agency, connection, collaboration, and affirming public life. Taking a diachronic approach, the themes of geography, trade, conflict, migration, technology, and networks will organize our studies. Lectures and seminar discussions will focus on Amsterdam, New York City, Tokyo, and Venice, while student research will engage other cities, with a goal of achieving geographic and cultural diversity among topics. Fundamental texts will include but are not limited to works by Debord, De Certeau, Foucault, Harvey, Lefebvre, Sassen, Soja, and Varnelis. Students will deploy historical resources and methods to analyze built conditions and urban experiences using written and graphic means to present their conclusions.

Credit 3 units. Arch: GARW, RW

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#### **A46 ARCH 530N Special Topics in History & Theory: Eye and Mind: Perception in the Folds**

Perception is more than seeing; it involves an awareness of both internal and external contexts. Painters like Paul Cezanne and Francis Bacon capture the world as they perceive it, which in turn gives pause to our own understanding of it. How we perceive the mediums of painting, photography, and film speaks to our knowledge of the world, the limits of that knowledge, and our sense of being itself. According to Maurice Merleau-Ponty in "The Visible and the Invisible," "he who sees cannot possess the visible unless he is possessed by it, unless he



is of it." This seminar will focus on the aesthetic theories of three French philosophers: Maurice Merleau-Ponty, Gilles Deleuze, and Jacques Derrida. We will use primary source material in small doses to facilitate close reading and rigorous thinking.  
Credit 3 units. Arch: GARW, RW

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#### A46 ARCH 531B Cite Conditions

A seminar exploring multiple venues to understand and inspire pre-design strategies based on: A critical observation of the context: The formulation of hypothesis of understanding based on the circumstantial, the factual, the interpreted, the imagined, and the edited, through a series of "case studies," such as Sites with histories, unexpected Sights and philosophical, cinematographic and literary Cites. The course will include lectures and 3 exercises where each of these case studies will be presented, discussed and given as tests of analytical and poetic comprehension. Each exercise will be based on a specific location within the larger St. Louis region. The deliverables will be shown as power point presentations to test the student's ability to communicate effectively through verbal, graphic and written information. Each of the three exercises will be printed at the end of the course as the final deliverable. There will be readings (limited) in Philosophy and/or Art criticism to support the class discussions. Students enrolled in Design Thinking are encouraged to register for this seminar since it will provide important support to Design Thinking requirements.  
Credit 1.5 units.

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#### A46 ARCH 531C Programmatic Choreographies

A seminar exploring multiple venues to understand the program of a building as a strategy for design which operates in support of place, context, circumstance, environment, and form, etc. The formulation of programmatic strategies will be based by critically using conventional "programs," but understood not as a list of room names, but rather as scenarios of human action based on protocols of use, choreographies of movement, alternatives for gathering, and their subsequent required area of occupation. Each of these scenarios will be explored as opportunities to expand the possibilities of the inhabitation of space in order to enhance the experience of architecture. As such, Program is understood as a powerful instrument of inquiry and pre-design which can make effective transitions into calibrated design operations. The course will include lectures and exercises where each of these scenarios will be presented, discussed and given as tests of analytical and strategic propositions. The deliverables will be shown as power point presentations to test the student's ability to communicate effectively through verbal, graphic and written information. Each of the exercises will be printed at the end of the course as the final deliverable. There will be readings (limited) in support the class discussions. Students enrolled in Design Thinking are encouraged to register for this seminar since it will provide important support to Design Thinking requirements.  
Credit 1.5 units.

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#### A46 ARCH 537G Aldo van Eyck and Contemporary Architecture

A graduate seminar employing comparative critical analyses to explore ten works of the Dutch architect Aldo van Eyck (1918-1999) and works by ten contemporary architects that share disciplinary ordering principles with the works of van Eyck, selected from a list including Giancarlo da Carlo, Herman Hertzberger, Fumihiko Maki, Lacaton and Vassal, Tod Williams and Billie Tsien, Yvonne Farrell and Shelley McNamara (Grafton Architects), Wang Shu and Lu Wenyu (Amateur Architects), Francis Kéré, Emiliano Lopez and Monica Rivera (Lopez-Rivera), and Mauricio Pezo and Sofia von Ellrichshausen (Pezo von Ellrichshausen). Van Eyck's works and writings were fundamental to the emergence of Team 10 in the late 1950s as the center of the critical evolution of modern architecture in the second half of the 20th century. Van Eyck's concepts, "the vernacular of the heart," "the constant and constantly changing," "the aesthetics of number," "the

house is a like a small city," "the shape of the in-between," "labyrinthian clarity," "space in the image of man is place, and time in the image of man is occasion," and "architecture as built homecoming" will be used to structure the seminar, which will explore these architectural ordering principles characterizing van Eyck's work, and the manner in which these ordering principles have been employed by contemporary architects. Analytical methods employed in the course will address the contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use, as well as the poetics of construction, or the way in which a building is built, and how these combine to construct the experience of those who inhabit it. Following introductory lectures by the faculty, each of the subsequent ten class meeting will consist of a presentation of a selected pairing of buildings, one by van Eyck and one by a contemporary architect (along with a career overview), to be presented by a team of two students. Students will be evaluated on both the quality of their individual presentations, and on the quality of their participation in the class discussions.

Credit 3 units. Arch: CAST, GACS, HT

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#### A46 ARCH 538A Technology Transfer

The course will explore design, manufacturing, and production strategies employed for the development of technology in industries typically outside of the architectural domain. The performance characteristics of these technologies will be considered as they relate to desired impact, technical theory and process. The course will investigate the role of computation in design and production through an analysis of industry techniques related to Computer Modeling, Performance Analysis, CAD-CAM, Rapid Prototyping and Robotics. The class will explore recent developments in the automotive, aerospace and shipbuilding industries among others for this research. In addition to analysis, students will be asked to develop and critique postulations related to the appropriate engagement of these technologies, design methodologies and production techniques in the "making" of architecture. Students will be asked to participate in discussions regarding their findings, write a report and make a formal presentation of their work.  
Credit 3 units.

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#### A46 ARCH 538C Advanced Building Systems

The capstone course in the technology sequence. The course is comprised of a series of lectures related to technical theory, an analysis of technical precedent and an integration exercise. The lectures focus on structure and enclosure systems, active and passive climate control systems, natural and artificial lighting systems, mechanical and electrical services for buildings. During the first half of the course, students conduct the analysis of technical precedent in architecture exercise. Technical precedents will be analyzed relative to their performance characteristics and their relationship to other technologies in the building. During the second half of the semester, students conduct an integration exercise. Students will identify with the help of the instructor, a schematic design suitable for development. Technical systems will be selected based on architectural issues, performance characteristics and systems integration. Prerequisites: Students should complete Structures I & II, Environmental Systems I & II, and Building Systems before enrolling in Advanced Building Systems. Students who do not meet the prerequisites must receive the permission of the Graduate Chair in order to enroll.  
Credit 3 units.

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#### A46 ARCH 546D #pyrocene

In California, Australia, the Amazon, and beyond, fire has become the "new normal." With wildfires burning hotter, faster, larger, and longer, the scholar Steven Pyne has declared a new "age of fire": the Pyrocene. This course investigates the Pyrocene at the intersection of landscape and urbanism as a phenomenon that demands new ways of

understanding, practicing, and connecting architecture, urban design, and landscape architecture. Students will situate recent burn events -- from California's Wine Country and Camp fires to the 2019 Amazon fires to Australia's recent "Black Summer" -- in long cycles of time, attending to processes of transformation in the long tail of disaster as ecosystems reassert themselves and real estate speculation recolonizes land. Students will interpret burn events in the historical context of imbricated social and ecological crises: a crisis of growth, pushing development into wildland-urban interfaces; a crisis of climate change, accelerating burn seasons; and a crisis of colonization, suppressing indigenous land stewardship traditions. Where the media fixates on "morning after" devastation and gazes "in" at burn zone spectacle, students will endeavor to look "out" from sites of intensive destruction and regeneration, interrogating contemporary urbanism, landscape, economy, and ecology through a critical Pyrocene lens. Drawing on scholars such as T.J. Demos, Donna Haraway, and Jason W. Moore as well as the speculative fiction of Octavia Butler, Ursula K. Le Guin, and Kim Stanley Robinson, students will think about design practice within larger webs of life and politics, considering political coalitions and cultural forms that point out of the Pyrocene.

Same as A48 LAND 546D

Credit 3 units. Arch: GAUI, UI

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#### **A46 ARCH 546E Attending Crises, Projecting Futures**

The word "crisis" is derived from the ancient Greek verb "krinein", meaning to judge in order to make a decision; and from its noun, "krisis", meaning judgment, decision. A crisis can be thought of as a turning point and a process of change when current ways of thinking and acting can no longer be sustained. This seminar looks at just one collective world decision with the capacity to positively redirect the outcomes of multiple current challenges. What if humanity gradually eliminated all animal agriculture and moved to a plant-based diet? Substantial evidence points to greater well-being for humans, animals, the environment, and the planet. Human health will improve markedly as diseases caused by animal consumption abate. Much of the 60% of pandemics that are zoonotic could be avoided. Crop availability will alleviate world hunger. Human-caused animal suffering can end. Deforestation, water and air pollution, vanishing biodiversity, and the greenhouse gases contributing to global warming will be greatly diminished. A new climate model developed recently by scientists at Stanford University finds that the phasing out of animal agriculture over the next 15 years represents "our best and most immediate chance to reverse the trajectory of climate change." Though the design professions are ill-equipped to affect the social, economic, and political wills to enact these changes, they do offer equally important analytical and visualization skills capable of creatively mapping and diagramming information in relational, interpretive, and generative ways. The first part of course is dedicated to this production after the investigation, assessment, and debate of various conflicting positions. The second part is interested in programmatic and design speculations for the 40% of habitable land that will be gradually freed. The task of the design disciplines is to uncover the imaginative potential of the land and to create the conditions for the appearance of new realities.

Same as A48 LAND 546E

Credit 3 units. Arch: ECOL

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#### **A46 ARCH 546G Degrowth: Theories of Design for an Abundant World**

What will the world look like beyond the climate crisis? What will be the role of designers? In recent years, social theorists and economists have become increasingly convinced that the global economy cannot continue to grow forever. To live sustainably with an equitable distribution of resources, some consumption will need to be reduced -- this is the argument of the degrowth movement. What will this mean for architecture? Will adaptive reuse replace the construction of new buildings? Will architects engage in the design of global systems (geoengineering)? Will philosophies of minimalist asceticism surge in

popularity? What can we learn from indigenous societies with traditions of living within relative ecological balance? This course engages directly with economic, ecological, and design theories that ought to be relevant in the years ahead, as the profession of architecture adjusts to a world beyond perpetual growth. Analysis of contemporary projects will be paired with a history of architecture that places special emphasis on modernism, counter-cultures, and systems/ecological design.

Credit 3 units. Arch: GARW, RW

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#### **A46 ARCH 552D CONTESTED EDGE: river - city couplings**

This seminar will investigate the contested edge between the Mississippi River and the adjacent occupied land - between development and commerce based on our human needs and desires and a river indifferent to our presence. Over one hundred years ago, Twain warned us about the futility of our attempts to control the volatile Mississippi River: "Ten thousand River Commissions cannot tame that lawless stream, cannot curb or confine it, cannot say to it, Go here or Go there, and make it obey." For reasons of river navigation, irrigation, hydropower, and flood protection, the river has been dammed, straightened, deepened, and segregated from its natural floodplain. These massive engineering feats have caused severe and perhaps irreparable ecological damage by upsetting natural flooding cycles, disrupting flows, draining wetlands, and inundating habitats. The results, while temporarily beneficial to some communities, are the progressive intensification of floods and the destruction of riparian zones. Traditional static infrastructures will continue to play a necessary role but cannot adequately handle increased floods and droughts resulting from global warming and our own intransigence. Rather than continually building harder and higher to protect communities from high waters, knowing from experience that the wild Mississippi will continually topple our efforts, this seminar will explore gentler, smoother transitions between land and water, city and river. Looking toward a more resilient condition, we will explore this ecological crisis as an opportunity for constructing a more livable, coupled, edge as a continuum between river and settlement - one requiring us to bend, accommodate, refrain, and think more creatively and strategically. The work of the seminar will be to create both a River Manual and to initiate an interactive web repository of data, strategies, maps, history, river city coupling examples, focused on the Mississippi River at the St. Louis region. Students will contribute with research, mapping, graphic design, and web construction.

Credit 3 units. Arch: GACS, HT

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#### **A46 ARCH 553A Seeds**

Seeds have much to teach us as metaphor and material to explore ecologies, landscapes, biodiversity, biomimicry, technology, engineering, climate change and food systems. Through selective breeding, seeds and plants have been bred to produce desired characteristics since the dawn of humanity. This has been so successful that the codependency between seeds and humans has grown and never been more evident than in agribusiness today. From the Svalbard Global Seed vault to Bayer/Monsanto this course will use seeds to investigate historic and contemporary ideas about food and life on this planet.

Same as A48 LAND 553A

Credit 3 units. Arch: ECOL, ETH, S

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#### **A46 ARCH 554B The Space Within: Interior Experience as the Origin of Architecture**

This graduate seminar is structured around the book "The Space Within: Interior Experience as the Origin of Architecture" by Robert McCarter. Throughout human history -- and particularly in the modern period -- interior space and its experience have served as both the beginning (the initial inspiration for the design of architecture) as well as the end (the final purpose of architecture as it is evaluated through inhabitation). Since the beginning of the modern period and still today,

pivotal discoveries in architectural design may be traced back to a generative ideal of intimate interior experience, and the quality of the interior spatial experience of the inhabitants may be shown to be both the primary determinant of the architectural design process as well as the means of appropriately evaluating a work of architecture after it is built. This seminar explores how interior space has been integral to the development of modern architecture from 1900 to today, and it looks at how generations of modern architects have engaged interior space and its experience in their design processes, which has enabled them to fundamentally transform the traditional methods and goals of architectural composition. For many of the most recognized and respected architects practicing today, the conception of the interior spatial experience continues to be the necessary starting point for design, and the inhabitation of interior space remains the primary reason to construct works of architecture. The course is structured around the chapters of the textbook "The Space Within," and, in parallel with the textbook themes, involves analyses and presentations of the work of Frank Lloyd Wright, Adolf Loos, Le Corbusier, Alvar Aalto, Eileen Gray, Louis Kahn, Aldo van Eyck, Carlo Scarpa, and six selected contemporary architects. Analytical methods employed in the course cover the full range of contextual, cultural, material, constructive, and experiential attributes of buildings, with particular emphasis on the manner in which the spaces of a building are ordered by the patterns of occupation and the poetics of use as well as the poetics of construction: the way in which a building is built, of what materials it is made, and how all of these combine to construct the experience of those who inhabit it. After introductory lectures by the professor, each of the 10 subsequent class meetings will consist of a presentation of one of the textbook chapters and selected buildings by one of the focus architects, each of which will be presented by a team of two students. Optimal enrollment: 20 students. Fulfills History and Theory Case Study Elective requirement.

Credit 3 units. Arch: CAST, GACS

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#### **A46 ARCH 554C Vacant/Wild/Ruined: Feral Urbanism**

What urban design practices are needed in areas that have declined, that are in decline, or that simply are not growing? What if we let the city decline or go wild? What if we look at decay, ruin, wilderness and depopulation as something other than a crisis? This seminar examines experimental urban land management and preservation practices that embrace systems of emergent, wild and unexpected urbanism but that also raise questions of austerity and democratic rights to the land. With foundational readings as a guide, students will explore topics of state landbanking and autonomous land trusts, managed depletion (including St. Louis' infamous "Team Four" memorandum), wilderness conservation and "greenway" creation, agricultural land reclamation, homesteading in and deconstruction of vacant buildings, tactics for fighting absentee owners, and experimental preservation practices. Starting with grounding readings in principles of the American orientation to wilderness, ecological vitality and urbanism, the seminar explores the modern history of efforts to harness decline, vacancy, depletion and no-growth as productive forces. The seminar will root itself in Old North St. Louis, a neighborhood in St. Louis that has lost more than 60% of its peak population but that has continued to thrive. Students will work on projects serving Old North's ongoing efforts to harness urban conditions for a sustainable, just and vibrant future. Same as A48 LAND 554C

Credit 3 units. Arch: CAST, ECOL, GACS, GAUI, HT Art: CPSC

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#### **A46 ARCH 555C The Observer & The Observed**

This seminar is intended to put students in contact with the urban and architectural culture or cultures in South America. The discovery and observation of the many local ways of doing and thinking will take place through observation of the urban landscape and the appreciation of concrete works by local architects. Activities will be focused on critical observation of the urban context and architecture, including the development of graphic exploration instruments and techniques. The relation between the observer and the observed will be intensified

through graphic exploration. In this way, the seminar will purposefully avoid published written criticism as a way to approach the cases and bodies of work to be studied. This will be in order to construct a vision more closely attached to the practice of design and the confrontation with concrete design issues and less 'contaminated' by pre-established historical or theoretical interpretation. The choice of case studies coincides with the array of buildings to be visited in field trips in Buenos Aires, Brazil, and Uruguay. Buildings and practices to be 'observed' will represent different scales, different degrees of intervention and the construction of different landscapes. The seminar is based in three class settings: site visits, professor and guest lectures, and in class presentations and discussion. Rather than a cold, systematized, technical instruction on graphics, the development of personal observation/drawing tools and techniques is stressed. This includes sketching on the site and redrawing assignments based on personal sketches.

Credit 1 unit.

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#### **A46 ARCH 560A Trees, Soils, & Systems: Introduction to Arboriculture**

Trees play a significant role in the overall ecosystem of our planet. They function both globally as well as microscopically. There are finite, quantifiable aspects to how a tree develops, yet there are also environmental and human factors that can disturb or interrupt normal functions and patterns. It is the charge of the designer to delve into the science of trees in order to better inform our design solutions and make appropriate sustainable choices. The course objectives are to make the student familiar with the anatomy of trees, to understand soils and their effects on trees and vice versa, to increase their abilities to identify trees, especially during the winter months, to understand the business of how trees are managed, whether it be growing, maintenance or specification of appropriate local nursery stock and to gather knowledge of trees and their relationship in our sustainable environment. Each class will have an informal lecture component that will present the latest in technologies of arboriculture practices. The class readings and assignments will correspond with the lecture topics and a subsequent discussion will follow or be intertwined into the lecture presentation itself. The application of the information will be in clear, concise weekly exercises. There will be several field trips to the Missouri Botanical Garden, a trip to Forest Park to look at the varied tree habitats and what worked and what is not working, as well as a trip to a local tree nursery.

Same as A48 LAND 560A

Credit 3 units. Arch: ECOL

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#### **A46 ARCH 561D Contemporary Urbanity and Urban Public Spaces**

The seminar will review and discuss how the construction of the contemporary public urban space has developed from late XX c. to the present and considers possible future developments. The reinterpretation of the use of the public space and its dynamics will be the focus point of the seminar which will incorporate a wide variety of perspectives while following the international debate and discourse of public space and using St Louis as a case study of how low-density urban configurations figures into the global conversation. The seminar will proceed in a multilayered approach including the following fields: Historical emerging concepts of public space, the shifting and diffused boundaries between urban and non-urban environments; physical and geometrical magnitudes and accountable parameters (scale, density, economic, social and politic statistics.); other non-apparent / non-physical conditions Relevant case studies will be introduced as examples of possible strategies able to produce celebrated qualified and diverse public spaces, along with a review of examples taken from other cities. A comparison of mutual effects with contemporary American cities using St Louis as reference. A close look to the particular performance of the city of St Louis and its pulses of contemporary urbanity and its shared spaces will introduce the debate into the local circumstances. The case study work will use graphic

(mapping) and written techniques but also through the detection of the local agent's debates about urban activities. The educational objectives of the course are to provide tools and basic knowledge to understand, analyze and propose contemporary public spaces as well as to develop the capacities to distill the various elements that compose urbanity, and to recognize the interactions between them.

Credit 3 units.

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**A46 ARCH 561E Historic Preservation: Honoring the Past While Designing for the Future**

This course will examine the historic preservation movement by looking at its history, successes and failures throughout the United States and by discussing specific examples in the St. Louis area over the past few decades. The course will examine, define and make intelligible the various types of laws, regulations, codes, and policies used in the United States that affect new construction and the rehabilitation of older structures. As more and more structures, landscapes, districts and townscapes begin to fall under one or more types of historic preservation codes, it is helpful for an architect to have a basic knowledge of these regulations. Each class session will discuss a specific timeframe, chronologically examining the structures and landscapes that defined individual eras in the history of the city. Specific examples of historic preservation efforts for each era will be examined in depth. Subject-matter experts in the preservation field as well as contractors and architects will make appearances during the semester to discuss their successes and failures and to have a dialog with the class.

Credit 3 units. Arch: CAST, GACS

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**A46 ARCH 562J The Japan House Workshop**

The Japanese house has long been the subject of considerable fascination and debate by writers and architects both in and out of Japan who found inspiration in its materials, structural systems, and aesthetics. But what are the characteristics that define a Japanese house? And how have ideas about what it should be and how it should work changed over time? This course introduces students to studies of Japanese dwellings by architects such as Bruno Taut, Heino Engel, Kon Wajiro, and Tange Kenzo, familiarizing students with the key texts that sought to define and contest the parameters of vernacular aesthetics in Japanese architecture. Through short readings and weekly discussions, students will learn about the formation of the "Japanese House" as an idea in the context of Japan's encounter with the West and how this idea influenced modernist design both at home and abroad in complex and sometimes contradictory ways. The workshop component of this seminar focuses on a turning point in Japanese residential design: the 1920s to 1930s, when new ideas about urban life, public hygiene, structural safety, and more reshaped how homes were designed and built in Japan. Using a Kengo Kuma's book *Kyokai: A Japanese Technique for Articulating Space* as a guide, students will identify a set of architectural elements for deeper study. In the second part of the workshop, students will examine a range of Japanese dwellings using original drawings and photographs from the 1920s and 1930s, selecting one for a final research project. The results of this research will culminate in an end-of-semester exhibition of drawings and models that showcases Japanese residential design at a point of transition.

Credit 3 units. Arch: CAST, GACS

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**A46 ARCH 563D Reconsidering the Margin: Places of Meeting, Spaces of Transformation**

The financial crisis of 2008 and subsequent recession exposed the frailty of conventional modes of practice. The freezing of credit markets set off a contraction of increasingly bureaucratized creative fields such as architecture and fine arts and led to massive layoffs and underemployment. This extreme disruption coincides with an ongoing governmental disengagement from social assistance. The combination of the surplus of talent left by immobilized corporate

practice and the vacuum created by a retreating government presents an opportunity to reconsider practice for a new generation in a way that engages a broader set of issues and problems. The seminar builds upon existing relationships and a body of previous engagement in the Pagedale community while laying the groundwork for new action. This seminar challenges traditional modes and focuses of creative effort to arrive at a radical new form for creative practice. By challenging common assumptions and using creative production to confront the challenges facing residents and decision-makers, the course seeks to break down physical and disciplinary boundaries to achieve a radical new production. The seminar will include the following: examination of entrenched assumptions by students and community members through reading and discussion; involvement in the community, including volunteer work and civic participation; research into pressing issues that will culminate in a creative project; and dissemination of information to both classmates and the community as a whole. This course is open to disciplines outside of architecture. Students in Art and Social Work are encouraged to register. The course will meet periodically in the community. This course fulfills the Urban Issues or MUD Track elective requirement.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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**A46 ARCH 563E Urban Theory & Cities in Latin America**

This course proposes to explore the relationship between urban theories and the spatial construction of the city by using a number of Latin American cities as case studies. Some of the theories that will be examined here have been proposed as a way of reading and explaining the form, structure and functioning of existing cities. Others have been put forward as models for the planning of new ones. In one way or another, all of these urban theories have influenced and shaped the form and structure of our current cities and our ability to conceptualize them. The urban theories and cases reviewed will span from the colonial city to the contemporary metropolis and urban region. The disciplines from which this course will draw upon will include urban planning, architecture, geography, urban sociology and anthropology. The scope of this course is intentionally broad and diverse as it aims to reflect the multitude of factors that are involved in urban phenomena. Some of the themes that will be examined include the Spanish and Portuguese Colonial City; planned cities in the nineteenth century (the case of La Plata); modernization in Latin America; modernism and planned cities in the twentieth century (the case of Brasilia); the 'favelas' in Brasil and 'villas miseria' in Argentina; postmodernism and globalization in urban studies; urban fragmentation in the contemporary metropolis (using the cases of Sao Paulo and Buenos Aires), and the debate on the sustainable urban form. The aim of this course is to provide a forum in which to discuss general theories and issues in urban thought, using primarily the cases of the cities that students will visit and experience first-hand over the course of the program. This course fulfills the Urban Issues elective requirement.

Credit 3 units. Arch: GAUI

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**A46 ARCH 563L Design as a Social Practice: Community Practice in Pagedale**

This course will strive to understand our community through examining the inequities, divisions and tension within the St. Louis Metropolitan region and harness design as an agent for change and empowerment. The social and economic upheaval experienced in inner city neighborhoods and underserved communities over the last half century are the result of government and social services having withered in a period marked by dramatic social, demographic and technological changes effectively restructuring the US economy. These issues may seem unrelated to the practice of architecture and urban design, however they are fundamental to how design shapes community. At this moment, we are challenged as design professionals with the opportunity to engage, and serve communities that have been marginalized by conventional modes of thinking and creative practice.



The seminar builds upon existing relationships and a body work and engagement in the Pagedale community while laying the groundwork for new action. This seminar questions traditional modes of practice and common assumptions through focusing creative production to confront the challenges facing residents and decision-makers. The course seeks to break down physical and disciplinary boundaries to achieve a radical new production. The seminar will include the following: examination of entrenched assumptions by students and community members through reading and discussion; involvement in the community, including volunteer work, community engagement and civic participation; research into pressing issues that will culminate in a creative project; and dissemination of information to both classmates and the community as a whole. This course is open to disciplines outside of architecture. Students in Art and Social Work are encouraged to register. The course will meet periodically in the community.

Credit 3 units.

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#### **A46 ARCH 563P Alternative Atlas: STL**

Spatial narratives have been historically dominated by those with wealth and power. But their very wealth and power was built on the backs of an army of others, often unnamed, unmarked, and uncompensated. There is a growing effort to tell those stories and mark the physical spaces of their presence and the acts of violence and oppression enacted on their bodies and communities. If a traditional atlas claims some degree of neutrality and objectivity - clearly impossible in any mapping - the Alternative Atlas overtly exposes, decodes and displays silenced truths. Inspired by traditional tour guides, maps, signs and itineraries, this course aims to unearth and represent the deeper foundations of the complicated city of St. Louis and its immediate region. Combining uncomfortable thinking, deep research and thick mapping, the goals of the course are to spatialize this hidden palimpsest. Alternative Atlas: STL is an interdisciplinary seminar that invites a wide range of perspectives and epistemological frameworks to examine, expose, and visualize - in other words, map - this complicated American city. The mapping of St. Louis's past, present, and future is an ongoing project; this particular semester will incorporate new partnerships with artists, curators, storytellers, and technologists working to collect, capture, and represent the present future for public viewing.

Same as A49 MUD 563P

Credit 3 units. Arch: ETH, S, GAMUD, GAUI, SEM, UI

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#### **A46 ARCH 564A Urban Development Seminar**

Project-based research and discussions focus on the legal policy, social and architectural issues affecting the redevelopment of St. Louis and suburban areas such as Darst Webbe, Clayton, Westminster Place and prototypical redevelopment of public housing projects of Carr Square, Darst Webbe and Vaughn into tenant ownership and market rate housing neighborhoods. Topics include public policy issues affecting development, the availability and types of housing, transportation linkages, business, zoning issues, social and historical precursors. Through interaction with community leaders, teams of students from each discipline prepare a design proposal for an actual problem in the St. Louis area. This seminar is an interdisciplinary effort taught by faculty members of Washington University School of Architecture and the St. Louis University School of Law, Social Work and Department of Public Policy Studies. Prerequisite: 400 level and above. Limit 8 students. Fulfills Urban Issues elective for M.Arch. degree.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A46 ARCH 564K European/Contemporary/Urban Public Spaces**

The aim of this seminar is to describe and understand contemporary urban public space in Europe from the late 20th century to the present, as well as to anticipate possible future developments. The seminar will examine this complex subject by investigating the following complementary topics: historical considerations of elements of public space generation; the continually evolving definition of public space;

possible boundaries between urban, non-urban, and landscape; scale and other parameters (density, urban fabric); physical and geometrical magnitudes of urban public space; social and political parameters; and other non-apparent/non-physical conditions. Barcelona, Amsterdam and Berlin will be used as examples of cities able to produce celebrated qualified and diverse public spaces. In addition, a series of 12 relevant case studies will be examined. The possibility of mutual interactions with American cities will be considered, using St. Louis as a reference. The educational objectives of the course are to provide some tools and basic knowledge to understand, analyze, and propose a contemporary public space. We will learn how to distill the various elements that compose 'urbanity,' and to recognize the interactions between them. Fulfills Urban Issues elective requirement.

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A46 ARCH 564L Borders, Boundaries, Nations**

Lines on the land can determine our political rights, our ethnic identities, and our inhabitation abilities. Landscapes become the records of the powers of statecraft, the instruments of territorial division, the customs of inhabitants, the contests of politics, and the symbols of society. This course examines the development of landscape as the record of the political subject against the nation state and the ways in which ordinary inhabitation of land entangles each of us with large political structures. This entanglement is productive; cultural agency can change, topple or expand nations. The course will track borders and boundaries from the "Delmar Divide" to the Iron Curtain to the U.S./Mexico border. Students will review interpretive practices, including cultural geography, historic preservation, political economy, critical landscape study, and artistic production. Field outings will draw out the power structures that create, sustain, erase, and alter landscapes with national identities. Student work will include response writing, visual analysis, and a final project illustrating the state power play occurring in what could look like a very ordinary landscape. Same as A48 LAND 564L

Credit 3 units. Art: CPSC

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#### **A46 ARCH 564M Weathering, Maintenance, and Care in Public Landscapes**

How does the design process account for the temporal nature of constructed landscapes? How should landscape architects practice with the future of their project sites and designs in mind? With the increasingly urgent need to create communal spaces that are both ecologically beneficial and socially just, landscape architects must reevaluate standard practice to consider how their designs are engaging with local environments and communities over time. In this elective course, students will look closely at the materials and details of local community spaces to understand how such spaces are weathering in St. Louis and then to imagine how they could be cared for in the future. Rather than the temporary, "Instagram" activations popular in the public realm, students will evaluate the longevity and permanence of a space and ask how this reflects the level of investment in our communities. Through site drawings, conversations, readings, and a final design project, students will connect intimately with their surroundings in St. Louis as well as with the effects of time on our public landscapes.

Same as A48 LAND 564M

Credit 3 units. Arch: ECOL Art: CPSC

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#### **A46 ARCH 565E Public Space and City Life: Contemporary Discourses on Public Space**

The redefinition of the role and form of public space is fundamental to contemporary architecture and urbanism. The current debate ranges from the need to re-establish public space based upon historic precedent or sociological principles to the notion that "public space is dead." This course will explore this debate through readings from philosophy, social and architectural theory, and the investigation of

select public spaces. This course fulfills the MUD Track and Urban Issues elective requirement. Master of Urban Design students and Urban Design minors receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Same as A49 MUD 565E

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A46 ARCH 568F House and Home: habits and habitation**

House and Home are broad categories of thought that have multiple meanings. The words encompass not only terms of building, belonging, and place, but also terms of order, action, and affection. The house has also been the site of conception and invention for the architectural projects of many significant modern master architects. In many contemporary practices, house and home have retained many ideas of these masters. However, many practices have simultaneously probed new meanings that investigate the relationship between habits and habitation with investigations of gender, sexuality, and political order. This course fulfills the History/Theory elective requirement.

Credit 3 units. Arch: CAST, GACS

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#### **A46 ARCH 568G Theories & Methods of Architecture, Landscape and Urbanism Research**

This seminar focuses on the fundamentals of transdisciplinary empirical research in architecture, landscape and urbanism design and urbanism. Through studying research examples, it examines the entire research process from conducting literature review and precedent studies, generating research question and hypothesis, creating study design, collecting and analyzing data with valid and reliable research tools, to communicating findings. A survey of quantitative and qualitative research methods used in disciplines such as social sciences, public policy, public health that are relevant to environmental issues is provided to address the application of research methods on a wide range of problems in architecture, landscape and urbanism. The seminar enables students to effectively engage in empirical research (including research assistantship) as well as the practice of evidence-based design. This course is required for the Doctor of Sustainable Urbanism students and is open to all MArch, MLA and MUD students. Permission from the instructor required for undergraduates. Master of Urban Design students receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Same as A49 MUD 568

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A46 ARCH 5711 Ideas in Urbanism**

Although the form of cities has reflected the planned and unplanned patterns of human habitation for thousands of years, the origin of the Western urban design discourse officially starts with the 1956 conference intended to discuss the fate of architects in the formation of cities. That fate is still negotiated across the disciplines of architecture, landscape architecture, urban design and planning, as is the very role and definition of what urban design is and what urban designers do. This course explores the critical ideas and seminal texts that define this urban design discourse with a particular emphasis on the proliferation of numerous "urbanisms" grappling with 21st-century visions of technology, temporality, environmentalism and justice. Grounded in big ideas and critical readings, Ideas in Urbanism explores the world views and intellectual lineages of authors and their seminal texts in an effort to understand how the production, reproduction, contestation, and creation of urban ideas and the cities they produce has led to urbanism now, and to speculate on where urbanism might be tomorrow. This course is open to all MArch, MLA and MUD students. Undergraduates may enroll with permission. MUD students have priority. Students will be enrolled from the waitlist.

Same as A49 MUD 571A

Credit 3 units. Arch: ETH, S, GAMUD, GARW, GAUI, HT, RW

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#### **A46 ARCH 571A Landscape History II: Prehistory to 1850**

Current work in landscape architecture draws from a wider range of references than conventional landscape gardening, engaging the deeper roots of urban design, planning, and infrastructure in order to create spaces that fully integrate with and inform the surrounding context. Accordingly, this course broadens the field of historical inquiry, taking in topics ranging from cultural understandings of space to the design of sacred sites, military installations, and water systems. The survey begins with prehistoric settlements and ends with the dawn of professionalized landscape design in the 19th century. Students will work through class discussion and writing projects to trace the cultural currents linking the first endeavors in land-making to today's practice. Same as A48 LAND 571

Credit 3 units. Arch: HT

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#### **A46 ARCH 573B Alternative Modes of Professional Practice**

This course endeavors to reconsider the approach, means and delivery methods - the modes if you will - of architecture and its construction. Beginning with an overview of traditional project delivery, the course will serve as a foundation for future research by investigating, interviewing and compiling known methods of emerging practice trends and critical speculation of unproven types. The second stage will include reaching-out and bringing-forth a cross-section of experts and individuals spearheading similar strategies around the United States.

Credit 3 units.

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#### **A46 ARCH 573C Material / Practice**

The seminar will provide each student a heightened understanding of material translation and detailing strategies that amplify conceptual design intent and that is sympathetic to the needs of professional practice. Content will endeavor to examine, at an advanced level, the intersections of design strategies with modes of professional practice. The semester will begin with an investigation of emerging practice trends, researching impacts on collaboration models, design approach, delivery methods and construction. The course will then shift to analysis and translation of conceptual design thought through to material, performative and experiential realization. Critical speculation of the underlying modes of practice and project delivery will parallel the analysis. The semester will conclude with material and detailing discourse in support of each student's studio work. Seminar dialogue will examine the overlap of practice and project delivery through the lens of design-thinking in lieu of the traditional lens of risk management. Where possible the course will bring-forth experts from leading practices around the United States.

Credit 3 units.

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#### **A46 ARCH 573D Eye and Mind: Perception in the Folds**

Perception is more than seeing; it involves an awareness of both internal and external contexts. Painters like Paul Cezanne and Francis Bacon captured the world as they perceived it, which in turn gives pause to our own understanding of it. The ways that we perceive through the mediums of painting, photography, and film speaks to our knowledge of the world, the limits of that knowledge, and our sense of being itself. "...[H]e who sees cannot possess the visible unless he is possessed by it, unless he is of it" (Maurice Merleau-Ponty, *The Visible and the Invisible*). This seminar will focus on the aesthetic theories of three French philosophers: Maurice Merleau-Ponty, Gilles Deleuze, and Jacques Derrida. We will use primary source material in small doses to facilitate close reading and rigorous thinking.

Credit 3 units. Arch: GARW, RW

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**A46 ARCH 574B Principles of the Virtual Design and Construction (VDC) Process**

Virtual Design and Construction (VDC) is the use of multidisciplinary performance assessing models of the design/construct/own-operate process to support a variety of objectives. Intended for students who wish to explore the optimization potential of the VDC process, this course investigates VDC as managers/leaders in the Built Environment. The course focuses on developing models of integrating all perspectives: Design (architects/engineers/consultants), Construction (managers, contractors, sub-contractors), Business (develop, own, operate) to overcome the technological and institutional changes and challenges of implementing VDC. Students will develop and implement fair-minded critical thinking problem solving techniques to advance contemporary decisions to improve virtual collaboration while reducing fragmentation and interoperability.

Credit 3 units.

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**A46 ARCH 579 Ecological Economics**

This course is designed to give students an appropriate graduate-level understanding of the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics, and to explore the role this new paradigm is playing in the movement toward a sustainable society. Standard economics--the neoclassical model--sees the economy as the whole that contains all other values; nature has value because some people will pay to experience it or to enjoy its services. Ecological Economics reverses that relationship by acknowledging the environment, not the economy, as the containing whole. This it does through its grounding in the laws of energy--the laws that model the behavior of both natural and built systems. (While matter can be recycled, energy can't. No machine can take its own exhaust outputs as fresh inputs; no animal can survive by eating its own excrement.) Fulfills Urban Issues elective requirement. Fulfills MUD Track elective requirement.

Credit 3 units.

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**A46 ARCH 579A Ecological Economics for Sustainable Cities and Landscapes**

This course is designed to provide students with an understanding of the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics as it applies to cities and landscapes, and to explore the role this new paradigm is playing in the movement to convert our society from a high-throughput, unsustainable society to a lower-throughput, sustainable system. Standard economics (including the subfield of environmental economics) sees the economy as the whole that contains other all other values. In this view, nature has value because some people will pay to experience it or to enjoy its services. Ecological Economics reverses that relationship by acknowledging that the environment, not the economy, is the containing whole. This approach comprises a revolutionary challenge to the foundational premises of contemporary economics. Economics has never undergone the thermodynamic revolution that swept through the physical, life, and social sciences in the late nineteenth and early twentieth century. The course will look briefly at this intellectual history in order to place our studies into their broader social, historical, political, and disciplinary context-and to give students the conceptual background and tools they need to engage the old paradigm in ways that will promote its adaptation to physical reality.

Same as A49 MUD 579A

Credit 3 units. Arch: GAMUD, GAUI, UI

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**A46 ARCH 580 Design Thinking: Research and Design Methods**

Covers the fundamentals of project planning, proposal writing and alternative research and design methods. This course is a prerequisite for Design Project (Arch 616). Grade of "B-" or better required in proceeding two studios.

Credit 3 units.

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**A46 ARCH 584A Barcelona City Seminar: History, Evolution, and Current Debates (Barcelona)**

This seminar aims to familiarize students with urban concepts and themes, such as urban fabric, public space, buildability, scale, paths and streets, mixed-use, density, mobility flows, zoning, urban renewal, gentrification, etc., and provide them with basic tools to describe, analyze and articulate proposals in urban contexts. Through field visits, theoretical sessions, debates, and practical exercises, the spectrum of urban issues and themes will be examined with Barcelona as an example and a living laboratory.

Credit 3 units. Arch: GAUI

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**A46 ARCH 601 Theories & Methods of Historical Research**

What is architectural history? This is an advanced reading, writing and discussion seminar intended to better prepare students for research in the history and theory of architecture and urbanism. It is based on the premise that since contemporary design practices are not only data-driven, neutral and ahistorical, the ways that designers' conceptualize their work can benefit from a historically-informed understanding of how various approaches to architectural history have emerged over time. It seeks to consider how architecture and architectural history have been understood in the past, and how the development of the discipline informs contemporary research in architectural history by examining how recent and contemporary historians of the built environment do their work. This course fulfills the History/Theory elective requirement.

Credit 3 units. Arch: GARW, RW

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**A46 ARCH 611 Architectural Design VII**

Prerequisite: Satisfactory completion of Arch 512. Twelve hours of studio work a week.

Credit 6 units.

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**A46 ARCH 611S Architectural Design VII**

Credit 6 units.

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**A46 ARCH 616 Degree Project**

Independently initiated design and research projects based on Design Thinking (Arch 580) Proposal to fulfill final requirements for degree award. Prerequisite: Design Thinking (Arch 580).

Credit 6 units.

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**A46 ARCH 623B History of Urban Design**

Examines the history of urban design, with an emphasis on the period 1890 to the present. Major topics include the urbanism of the Spanish Laws of the Indies; the development of the row house and the urban square; the park, parkway, and suburban planning of Frederick Law Olmsted and others; the urban planning ideas of Camillo Sitte, Ebenezer Howard, Otto Wagner, Antonio Sant'Elia, Eric Mendelsohn, Tony Garnier, Le Corbusier, the Soviet urbanists and disurbanists, CIAM (Congrès Internationaux d'Architecture Moderne), Team 10, Aldo Rossi, Venturi and Scott-Brown, the Situationists, New Urbanism; and various other approaches to be determined.

Credit 3 units.



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**A46 ARCH 625F The Architecture of Food: Foundations of a Culture in St. Louis**

For centuries, food has shaped the land around cities, routes through cities, and settlements of cities. Food culture has driven social, political, economic, and identity dimensions of cities and communities, for better or worse. St. Louis has a thriving food culture, but also a clear segregation of space related to food deserts, food corridors, food festivals, agricultural space, and access to information about health and nutrition. This course provides an outlet for students to explore the architecture of food of St. Louis and surrounds, the good and bad, as a means to connect to the people, places, and businesses that make up the city's gastronomic culture. In 4 parts, the course investigates 1. the urban fabric of the city through a series of mapping exercises, 2. the neighborhood fabrics based around restaurants and dining/eating spaces through exercises of tasting, reviewing, and diagramming, 3. the spaces of food growth and distribution through video and diagram documentation, 4. the people related food growth, distribution, cuisine, nutrition, and community building through interviews and narrative documentation with partners. This semester students will eat, create, listen, document, and engage the food community of St. Louis. Our focus will train on how community is built literally (as in neighborhoods and spaces) and figuratively (as in relationships and culture) in St. Louis through avenues of food resources, production, restaurant groups, and people. The course culminates in an exhibit of maps, diagrams, photos, videos, and narratives that showcases the food culture of the city. Some meetings will be off campus and require a small expense to cover food or beverage related to course tastings. This course is open to graduate students only.

Credit 1.5 units.

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**A46 ARCH 646 Professional Practice I**

Develops awareness and understanding of architectural practice including the relation of the profession to society as well as the organization, management and documentation of the process of providing professional services. Covers the areas of 1) project process & economics, 2) business practice & management, and 3) laws and regulations. Prerequisite: 500 level studio placement or above.

Credit 3 units.

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**A46 ARCH 648F Project Design Realization: From Concept to Construction**

Advanced study of professional practice topics focusing particularly on project management, construction documents production, and construction phase services and responsibilities of the architect. Students will select a project, which they have produced previously in design studio and will create construction documents for this project. Likewise, the individual projects will be used to discuss project management processes and construction administration. This is not a technology course, but rather focuses on concepts and systems used by the architectural profession to describe architectural designs for the purpose of bidding the project, and creating a legally binding document on behalf of architectural clients.

Credit 3 units.

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**A46 ARCH 652H Metropolitan Development: What's in a Plan?**

This course explores pluralist, pragmatic and progressive planning strategies for American urbanism. It will provide students with an introduction to the design and planning of American cities in the context of this country's democratic tradition, its multi-cultural society, and the particular morphology of its urban areas. Contemporary American cities have urbanized in unprecedented and distinctive ways that suggest the creation of a unique urban culture, despite the seeming globalization of urban trends, or the apparent universalization of urban forms. Identifying the role design can play in this culture requires a lucid appraisal of the context in which metropolitan development takes place. Four study modules will introduce basic

issues in planning law, real estate finance, urban economics and environmental planning through lectures and research projects, as well as the presentation of Metropolitan St. Louis development case studies by professional and political leaders.

Same as A49 MUD 652H

Credit 3 units. Arch: ETH, S, GAUI, UI

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**A46 ARCH 656 Metropolitan Urbanism**

The seminar course will investigate the morphology and morphogenesis of the contemporary American metropolitan urban condition. The investigation will attempt to define and understand the changing pattern, form, priorities and use of the metropolitan transect from the central city to the rural fringe. The objective of the course is to understand the history of the American city in terms of the indeterminate tensions, complexity and richness of morphological layering and traces in the urban landscape, as a basis for critical practice. Required for MUD students. Fulfills Urban Issues elective requirement. MUD students have priority. Students will be enrolled from the waitlist.

Same as A49 MUD 656

Credit 3 units. Arch: ETH, S, GAUI, UI

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**A46 ARCH 658A Metropolitan Sustainability**

This seminar will investigate contemporary theory and practice of the design and development of sustainable regions, cities, communities, infrastructures and landscapes. By 2050 three-quarters of the world's population will be living in cities and with cities being the world's largest consumer of resources and a focus of climate change impact, it will be the design of cities that frame the essential theory and practice of sustainability. Consideration will be given to the definition and reasons for the sustainability paradigm; conceptual frameworks for urban sustainability; indicators & measures of sustainability; different sustainability functional categories (water, air, food, energy, transportation, social capital, equity, development patterns & density, etc.); and various approaches to urban sustainability including Regenerative Urbanism, Healthy Cities, Ecological Urbanism, Eco-Urbanity, Resilient Cities, Smart Cities, LEED ND, the Natural Step, ICLEI and ZED Cities. Priority will be given to Master of Urban Design students and Urban Design minors. Students will be registered for the course from the waitlist by the Registrar's Office.

Same as A49 MUD 658

Credit 3 units. Arch: ETH, S, GAUI, UI

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**A46 ARCH 664 Historic Preservation/Urban Design**

This class will explore the history and current practice of historic preservation in the United States and will relate them to local issues of contextual architecture, sustainable development, cultural tourism and urban design. Emphasis will be placed on the practical knowledge needed to participate professionally in historic preservation: how to evaluate the associative and architectural significance of a property or district, how to provide legal protection and redevelopment incentives for historic resources, how to appropriately restore, rehabilitate, adapt and add to historic buildings and how to incorporate historic preservation into the sometimes-contentious framework of community planning. The course will focus on readings, student discussion and case studies that draw extensively on real preservation situations in the region including trips to the innovative Cupples Warehouse and Bohemian Hill projects, the endangered Old North St. Louis neighborhood and a charrette in the Central West End.

Credit 3 units. Arch: CAST, GACS, GAMUD, GAUI, UI

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**A46 ARCH 711 Elements of Urban Design**

The first of a three-semester sequence of design studios for students in the Master of Urban Design program.

Credit 6 units.

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#### **A46 ARCH 714 Metropolitan Urban Design**

The third in a three-semester sequence of design studios for students in the Master of Urban Design program. This is a summer studio held in an urban location away from St. Louis.  
Credit 6 units.

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#### **A46 ARCH 760 Thesis Research**

Credit 3 units.

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## **Landscape Architecture**

Visit online course listings to view semester offerings for A48 LAND.

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#### **A48 LAND 501 Landscape Architecture Design Studio III**

This studio investigates the planning and design of a post-industrial site in Saint Louis city, through reclamation strategies and an understanding of the site's ecological, historical, and cultural underpinnings. Students will propose a design that addresses both the specificity of site and the larger environment through conceptual and analytical research. Examination of program, infrastructure, natural processes and reclamation will lead to a generative process to shape the landscape at multiple scales -- from urban context to site concepts to personal experience.  
Credit 6 units.

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#### **A48 LAND 503A Walking Class: a moving approach to Landscape Art and Architecture**

This course situates a methodology of walking through five critical lenses, and applies this sense-based knowledge to a landscape memorial project in St Louis, MO, USA. We will take our time to read and discuss case studies and critical research within each of the five lenses. Each lens will be accompanied by WALKIE-TALKIES: taking walks with professionals (curators, health care specialists, designers, artists, sociologists, and activists) who can scientifically speak to the walking content in relation to their home discipline, research, and practice. Our aim for this course is to translate methods within the five lenses into a multi-creative design and art tool. This tool will be tested, and put to the service of a wayfinding and monumental landscape design project with the Griot Museum called the Black Herstory Initiative\*. Students will conduct sense-based mapping exercises that connect the site-specific stories and shared histories of women in St. Louis who are being honored with public art (wayfinding makers and pedestrian scale signage set in pollinator rain-gardens or repair). Your research will become an important part of this impactful project.  
Credit 3 units. Arch: ECOL

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#### **A48 LAND 520 Landscape Representation II: Digital Tools**

In the second course of the MLA representation series, students will be introduced to digital landscape illustration with a focus on representation of the phenomenological. This course will explore hybrid representation combining hand-drawing and digital techniques, diagramming as dynamic process (using tools such as Adobe After Effects), landscape entourage techniques, and their implementation within traditional architectural drawings, such as plan, section, elevation, and perspective. Focus will be placed on exquisite craft, intelligent methods of creation and clarity of conveyance. Open to all graduate and undergraduate students interested in representing site and landscape, with the permission of the instructor. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.  
Credit 3 units.

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#### **A48 LAND 521A Visualizing Ecological Processes**

This course focuses on building skills in 3D modeling, animation and simulation to add 4D (time) processes into analysis, experimentation and presentation. Following the introduction and basic skills preparation, the course will focus on aspects important to creating animations and illustrations that depict landscape environments and dynamic processes. Projects will explore graphics techniques from various visual arts industries in order to expand the repertoire of skills. Techniques incorporating 3ds Max, After Effects, ArcGIS, Photoshop and/or Illustrator will be examined to illustrate chronological, phenomenological, experiential and conceptual ideas in design. Course projects will focus on development of narrative and emphasize the art of storytelling as they pertain to representation and illustration of design intent. Fulfills Digital elective requirement. Prerequisite: A48.520 or equivalent course(s) approved by instructor.  
Credit 3 units.

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#### **A48 LAND 524E ORDINANCE: Territorial Rules & Urban Administration**

What is the link between rules and form? What is the relationship between form and politics? This course will essay an administrative history of the built environment, taking as its starting point the rules, codes, ordinances, laws, and guidelines that shape the landscape. We will turn a critical yet curious eye towards historic and contemporary case studies that shape or are shaped by a robust regulatory framework--from the French Forest Ordinance of 1669 to the work of MVRDV and contemporaries. We will examine both the built results and the theories and philosophies of design by which they are animated. In the arc of our readings, we will seek to link our territorial, urban, and architectural understanding with broader historical and economic moments. In addition to carrying out readings, discussions, and analyses, students will work towards ORDONNANCE, a collective publication that will historicize and diagram this administrative impulse.  
Same as A46 ARCH 524E  
Credit 3 units.

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#### **A48 LAND 524F Critical Spatial Practice: Art / Architecture / Landscape / Urbanism**

Critical Spatial Practice reads the history of art, architecture, landscape, and urbanism across the grain in an effort to tease out latent affinities and to heighten meaningful antagonisms. In particular, this class takes a critical look at the ways in which creative practice has situated itself in relation to politics, power, society, and space, while maintaining a certain autonomy from each of these registers. Themes such as historic and collective memory; empire and war; publics and counterpublics; city and countryside; institutions and the everyday; will all be central tropes as we ask questions of what, exactly, provokes one to make. Each of these disciplines shares a certain projective and critical orientation to the world-but what is it that makes their methods so distinct? What might we learn from knowledge of these differences? Where do shared passions break down? As critical practitioners, we look to make sense of the world-while our search for meaning may take radically different forms. Throughout the term, we will be focusing on a range of projects, movements, artists/practitioners, and groups that take seriously the situatedness of their work. We will cover practices that might fall under more recognized categories, such as performance, land art, ecology, social practice, everyday urbanism, pedagogy, curation, and installation. We will interrogate the modes of production as well as modes of distribution that creative practitioners work within and against. We will look at the history of artists and designers engaging the built and natural worlds in ways that exceed the disciplinary frameworks of their time. From the Dada excursions to the Situationist Derives, from the urban representation of the CIAM grille to the urban choreography of Daniel Buren, and from the Romantic geography of Humboldt to the displaced geography of the Atlas Group. Throughout, we will be reading foundational texts-

theoretical, historical, and methodological—that help situate these projects and movements within their contemporary milieu. By focusing on the context of these practices, this course has its eye on the many conceptual elisions and canonical lacunas that emerge in disciplinary-specific histories from the early 20th century to the present while also operating as a retroactive genealogy of the aspirations of the Sam Fox School. Weekly meetings will be structured around an organizing theme with related readings, screenings, and viewings. Each class will consist of a short lecture by the instructor framing the topic, a student presentation weaving a network of thought around a single specific work/project and subsequent discussion. Final projects will critically engage the themes of the course as students produce a publication, installation, video, or performance that takes a position.

Same as A46 ARCH 524F

Credit 3 units.

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#### **A48 LAND 524G American Cultural Landscapes**

Whether we are designing buildings, landscapes or neighborhoods, we are working on a cultural landscape - a place built from customs, memories, histories and associations as much as visual design itself. This course provides an overview of American cultural landscapes and their alteration, through readings, visual art, site visits and field surveys. Symbolic, utilitarian, architectural, scenographic or personal meanings will be explored alongside site histories. Throughout the semester, the course will interrogate the concept of vernacular landscapes, more broadly defined as landscapes of everyday life. From roadsides to homesteads to tourist attractions to landfills to urban neighborhoods, vernacular landscapes define the image of America to large extent. Readings will unpack the contingencies between design, economics, cultural politics, agriculture, consumption and technology that inscribe culture across the land. Course work will be informed by the work of geographers, historians, writers, preservationists, filmmakers and visual artists. J.B. Jackson and Lucy Lippard's theories about the cultural uses of land will be anchors. Along the way, course readings and experiences (including field work) will make stops along the way to examine local landscapes including a radioactive landfill, the neighborhoods of Detroit, the "wild" west, Appalachian terrain, the Mississippi River, the Sunset Strip, the Buffalo Bayou in Houston and more. The course will pose a taxonomy of the types of cultural landscapes while presenting various methods for decoding, recording, interpreting, preserving and altering these places.

Credit 3 units. Arch: GARW, RW

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#### **A48 LAND 524H Rethinking Design Standards: Materials, Details, and Maintenance**

How does the design process account for the temporal nature of constructed landscapes? How should landscape architects practice with the future of their project sites and designs in mind? With the increasingly urgent need to minimize carbon emissions and extraction processes, landscape architects must reevaluate standard practice to consider how their designs are weathering and engaging with local environments over time. Key to this review are material selection, detail design, and maintenance processes, all of which determine a project's sustainability five, 10, or 50 years from when it is originally constructed. In this course, students will be pushed to question the current standards of landscape practice to design for the current moment in climate change and environmental justice. Through lectures, readings and research, students will first gain an understanding of what these standards are and their ultimate weathering processes to then develop their own design proposals and modifications to these standards. Ultimately, design standards become the design project. The course is exploratory and experimental in nature, so students are encouraged to bring their own questions of the profession and research ideas. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: ECOL

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#### **A48 LAND 529G The Unruly City**

The history of the American city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that represent decay, obstacles to capital, unlawfulness or disorder. Designers denigrated unruliness in the pursuit of modernization in the 20th century, but today seem more conflicted on the constitution and remedies for disorder. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of an upscale grocery in a poor neighborhood? Neighborhoods that have lost most of their population and buildings, or new football stadiums offered as economic and architectural solutions to blight? Programs of housing, urban planning, infrastructural urbanism, zoning, policing, historic preservation and mass transportation have impacts that can either squelch or protect the "unruly." No design is not political. This course examines the divergent definitions of order and disorder that are shaping contemporary approaches to urban planning, governance and cultural production. This seminar digs into these questions, using the classic debate between Robert Moses and Jane Jacobs over the future of New York City as an entry point into urban political and economic ideas that engage concepts of order and disorder. We will cover readings by Sennett, Agamben, Mouffe, Negri & Hardt, Baldwin, Fanon, Certeau, Harvey, Zukin and others. This course will be place-based at Sumner High School in The Ville neighborhood of St. Louis, a historically Black neighborhood. The class will arrange a carpool to the teaching location and engage the community with real-world examination of course themes throughout the semester.

Same as IS0 INTER D 429G

Credit 3 units.

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#### **A48 LAND 530A Special Topics: Public Space and Ecological Knowledge**

Public space is shaped by design but also by political, social, and environmental dynamics. Ecological design, especially on public land, requires alignment of various values, desires, and systems. One factor that limits the cultivation of a more ecological urbanism is the knowledge gap about urban ecological systems. Urban ecology research is on the rise, but experiments sometimes come into tension with the public. This course will locate excellent examples of ecological design from history to the present, discuss the role of the advocacy and public awareness, and speculate about how design could further collaborate with ecology. The first half of the semester will be spent touring-in person or virtually-conversing with experts, and researching as a group. The second half of the semester will be spent studying a single public space to understand how ecological ideas are studied there and how ecological values are cultivated through design and operations. This course will ask the following questions. Should ecological agendas be a matter of science and governance, or does ecological urbanism require democratic participation? Can design communicate ecological ideas for a larger public? Could design even be instrumental in the discovery of new ecological ideas? Toward the end of the semester, the work will be speculative design and 1:1 intervention. Markers, signs, or some other system of interpretation will be staged in an attempt to draw urban residents into ecological ideas.

Credit 3 units. Art: CPSC

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#### **A48 LAND 530B Special Topics: American Cultural Landscapes: St. Louis**

No definition of landscape is free from challenge, nor is any claim on what constitutes culture. This seminar will work as a concurrent critical workshop to The Cultural Landscape Foundation (TCLF) project of developing its guide to the cultural landscapes of St. Louis, which will be part of its What's Out There City and Regional Guide series. Critical inquiry will focus on the different foundational concepts of the "cultural landscape" advanced by TCLF and disciplines including anthropology, historic preservation, and landscape architecture. The categories of

evidence, documentation, authenticity, integrity and association will be examined as they are used to define what constitutes human heritage. Students will expand the scope of the TCLF project by developing alternate ways of representing and defining landscapes, as well as by proposing additional landscapes for inclusion. Work will entail readings in cultural landscape and heritage theory as well as primary source archival research on sites in metropolitan St. Louis.

Credit 3 units. Art: CPSC

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#### **A48 LAND 541A Plants & Environment**

Students will learn to identify plants found in the natural communities and built environments of Missouri and the Midwest, both exotic and native, in order to form a base palette of landscape plants for the region. In addition to learning the plants' spatial characteristics, students will gain a basic understanding of the biological factors and horticultural practices influencing plant growth. While addressing the roles of individual species and selections, plants are also examined as parts of an interdependent community. The final goal will be to assess, and begin to practice, the appropriate use of plants in landscape design.

Credit 1.5 units.

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#### **A48 LAND 541B Grading + Landform**

This introductory course in earthwork and grading combines the study of historical and contemporary landforms in designed landscapes and artworks with the technical aspects of surveying, contours, formulas, drainage and graphic representation. Students will gain a basic understanding of three-dimensional form, contour manipulation, the concept of drainage, and the relationship between planting and landform. The observation, measuring, and experience of landform in case studies will demonstrate how topography shapes our perception and use of space.

Credit 1.5 units.

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#### **A48 LAND 542A GIS for Site Design**

This course module will introduce GIS mapping software and its application to methods used in site planning and design. The focus of this half-semester course is to understand the potential of GIS to visualize, analyze and utilize complex data. Students will learn techniques and tools in ArcGIS software, and explore how these can be applied to projects specific to individual sites. This course will introduce new skills and analytical complexity while building upon previously learned representation techniques. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 1.5 units.

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#### **A48 LAND 542B Planting Design**

The Planting Design module builds upon the Plants and Environment class, applying and expanding the vocabulary of plant material to understand the definition and construction of landscapes. Students will gain an awareness of planting typologies and strategies through function (micro-climate control, water consumption, hardiness) and perception (shade, color, density, texture). A series of design exercises will inform strategic plants specification in order to suit, define, or reinvent landscape typologies--from parks and gardens to green roofs and restorative landscapes. Conceptual thinking and an understanding of management and sustainability are emphasized. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 1.5 units.

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#### **A48 LAND 546D #pyrocene**

In California, Australia, the Amazon, and beyond, fire has become the "new normal." With wildfires burning hotter, faster, larger, and longer, the scholar Steven Pyne has declared a new "age of fire": the Pyrocene. This course investigates the Pyrocene at the intersection of landscape and urbanism as a phenomenon that demands new ways of understanding, practicing, and connecting architecture, urban design, and landscape architecture. Students will situate recent burn events -- from California's Wine Country and Camp fires to the 2019 Amazon fires to Australia's recent "Black Summer" -- in long cycles of time, attending to processes of transformation in the long tail of disaster as ecosystems reassert themselves and real estate speculation recolonizes land. Students will interpret burn events in the historical context of imbricated social and ecological crises: a crisis of growth, pushing development into wildland-urban interfaces; a crisis of climate change, accelerating burn seasons; and a crisis of colonization, suppressing indigenous land stewardship traditions. Where the media fixates on "morning after" devastation and gazes "in" at burn zone spectacle, students will endeavor to look "out" from sites of intensive destruction and regeneration, interrogating contemporary urbanism, landscape, economy, and ecology through a critical Pyrocene lens. Drawing on scholars such as T.J. Demos, Donna Haraway, and Jason W. Moore as well as the speculative fiction of Octavia Butler, Ursula K. Le Guin, and Kim Stanley Robinson, students will think about design practice within larger webs of life and politics, considering political coalitions and cultural forms that point out of the Pyrocene.

Credit 3 units. Arch: GAUI, UI

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#### **A48 LAND 546E Attending Crises, Projecting Futures**

The word "crisis" is derived from the ancient Greek verb "krinein", meaning to judge in order to make a decision; and from its noun, "krisis", meaning judgment, decision. A crisis can be thought of as a turning point and a process of change when current ways of thinking and acting can no longer be sustained. This seminar looks at just one collective world decision with the capacity to positively redirect the outcomes of multiple current challenges. What if humanity gradually eliminated all animal agriculture and moved to a plant-based diet? Substantial evidence points to greater well-being for humans, animals, the environment, and the planet. Human health will improve markedly as diseases caused by animal consumption abate. Much of the 60% of pandemics that are zoonotic could be avoided. Crop availability will alleviate world hunger. Human-caused animal suffering can end. Deforestation, water and air pollution, vanishing biodiversity, and the greenhouse gases contributing to global warming will be greatly diminished. A new climate model developed recently by scientists at Stanford University finds that the phasing out of animal agriculture over the next 15 years represents "our best and most immediate chance to reverse the trajectory of climate change." Though the design professions are ill-equipped to affect the social, economic, and political wills to enact these changes, they do offer equally important analytical and visualization skills capable of creatively mapping and diagramming information in relational, interpretive, and generative ways. The first part of course is dedicated to this production after the investigation, assessment, and debate of various conflicting positions. The second part is interested in programmatic and design speculations for the 40% of habitable land that will be gradually freed. The task of the design disciplines is to uncover the imaginative potential of the land and to create the conditions for the appearance of new realities.

Credit 3 units. Arch: ECOL

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#### **A48 LAND 551A Landscape Ecology**

Effective and sustainable design requires knowledge of the unique combination of systems, processes, and organisms that define specific regions, as well as the basic principles governing ecosystems. Applied ecology and design must also consider the role of human cultural interactions in shaping these systems. This course provides a broad understanding of ecological concepts focused through the genesis,



character, and cultural relationships of contemporary ecosystems. Students will learn to use concepts of ecology, conservation biology, evolutionary theory, and natural and cultural history to determine the factors and system constraints influencing the design of landscapes. The course focuses on local ecosystems: their origins, composition, process regimes, and historic and contemporary cultural interactions. Through this immersion in local landscapes and habitats, students will gain an understanding of biological systems and ecological concepts, and acquire the tools to inform ecologically relevant and sustainable design anywhere in the world. The class incorporates lectures, guest presentations, field trips, and extensive readings and class discussions, along with assignments combining research and analysis in a design context. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: ETH, S

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#### **A48 LAND 553 Integrated Planting Design**

This course focuses on both the cultural, environmental, scientific and the technical aspects of planting design. The course will be taught in 3 modular sessions: Horticulture and the Science of plants; Typologies and design such as bosque, grove, glade, allee, meadow, wetlands, hedgerow, etc., and their origins in productive landscapes, application to contemporary landscape architecture; and the Practical hands-on experience in the field with both design documentation to installation techniques. The course will offer several field trips to experience urban revitalization, various design typologies, sustainable land use, reclamation, and restoration.

Credit 3 units. Arch: ECOL

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#### **A48 LAND 553A Seeds**

Seeds have much to teach us as metaphor and material to explore ecologies, landscapes, biodiversity, biomimicry, technology, engineering, climate change and food systems. Through selective breeding, seeds and plants have been bred to produce desired characteristics since the dawn of humanity. This has been so successful that the codependency between seeds and humans has grown and never been more evident than in agribusiness today. From the Svalbard Global Seed vault to Bayer/Monsanto this course will use seeds to investigate historic and contemporary ideas about food and life on this planet.

Credit 3 units. Arch: ECOL, ETH, S

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#### **A48 LAND 554C Vacant/Wild/Ruined: Feral Urbanism**

What urban design practices are needed in areas that have declined, that are in decline, or that simply are not growing? What if we let the city decline or go wild? What if we look at decay, ruin, wilderness and depopulation as something other than a crisis? This seminar examines experimental urban land management and preservation practices that embrace systems of emergent, wild and unexpected urbanism but that also raise questions of austerity and democratic rights to the land. With foundational readings as a guide, students will explore topics of state landbanking and autonomous land trusts, managed depletion (including St. Louis' infamous "Team Four" memorandum), wilderness conservation and "greenway" creation, agricultural land reclamation, homesteading in and deconstruction of vacant buildings, tactics for fighting absentee owners, and experimental preservation practices. Starting with grounding readings in principles of the American orientation to wilderness, ecological vitality and urbanism, the seminar explores the modern history of efforts to harness decline, vacancy, depletion and no-growth as productive forces. The seminar will root itself in Old North St. Louis, a neighborhood in St. Louis that has lost more than 60% of its peak population but that has continued to thrive. Students will work on projects serving Old North's ongoing efforts to harness urban conditions for a sustainable, just and vibrant future.

Credit 3 units. Arch: CAST, ECOL, GACS, GAUI, HT Art: CPSC

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#### **A48 LAND 560 Introduction to Arboriculture**

Trees play a significant role in the overall ecosystem of our planet. They function both globally as well as microscopically. By better understanding the anatomy, physiology, growth habits and needs of trees, we can make more informed decisions as designers. There are finite, quantifiable aspects to how a tree develops, yet there are also environmental and human factors that can disturb or interrupt normal functions and patterns. It is the charge of the designer to delve into the science of trees in order to better inform our design solutions and make appropriate sustainable choices.

Credit 3 units.

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#### **A48 LAND 560A Trees, Soils, & Systems: Introduction to Arboriculture**

Trees play a significant role in the overall ecosystem of our planet. They function both globally as well as microscopically. There are finite, quantifiable aspects to how a tree develops, yet there are also environmental and human factors that can disturb or interrupt normal functions and patterns. It is the charge of the designer to delve into the science of trees in order to better inform our design solutions and make appropriate sustainable choices. The course objectives are to make the student familiar with the anatomy of trees, to understand soils and their effects on trees and vice versa, to increase their abilities to identify trees, especially during the winter months, to understand the business of how trees are managed, whether it be growing, maintenance or specification of appropriate local nursery stock and to gather knowledge of trees and their relationship in our sustainable environment. Each class will have an informal lecture component that will present the latest in technologies of arboriculture practices. The class readings and assignments will correspond with the lecture topics and a subsequent discussion will follow or be intertwined into the lecture presentation itself. The application of the information will be in clear, concise weekly exercises. There will be several field trips to the Missouri Botanical Garden, a trip to Forest Park to look at the varied tree habitats and what worked and what is not working, as well as a trip to a local tree nursery.

Credit 3 units. Arch: ECOL

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#### **A48 LAND 564L Borders, Boundaries, Nations**

Lines on the land can determine our political rights, our ethnic identities, and our inhabitation abilities. Landscapes become the records of the powers of statecraft, the instruments of territorial division, the customs of inhabitants, the contests of politics, and the symbols of society. This course examines the development of landscape as the record of the political subject against the nation state and the ways in which ordinary inhabitation of land entangles each of us with large political structures. This entanglement is productive; cultural agency can change, topple or expand nations. The course will track borders and boundaries from the "Delmar Divide" to the Iron Curtain to the U.S./Mexico border. Students will review interpretive practices, including cultural geography, historic preservation, political economy, critical landscape study, and artistic production. Field outings will draw out the power structures that create, sustain, erase, and alter landscapes with national identities. Student work will include response writing, visual analysis, and a final project illustrating the state power play occurring in what could look like a very ordinary landscape.

Credit 3 units. Art: CPSC

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#### **A48 LAND 564M Weathering, Maintenance, and Care in Public Landscapes**

How does the design process account for the temporal nature of constructed landscapes? How should landscape architects practice with the future of their project sites and designs in mind? With the increasingly urgent need to create communal spaces that are both ecologically beneficial and socially just, landscape architects must

reevaluate standard practice to consider how their designs are engaging with local environments and communities over time. In this elective course, students will look closely at the materials and details of local community spaces to understand how such spaces are weathering in St. Louis and then to imagine how they could be cared for in the future. Rather than the temporary, "Instagram" activations popular in the public realm, students will evaluate the longevity and permanence of a space and ask how this reflects the level of investment in our communities. Through site drawings, conversations, readings, and a final design project, students will connect intimately with their surroundings in St. Louis as well as with the effects of time on our public landscapes.

Credit 3 units. Arch: ECOL Art: CPSC

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#### **A48 LAND 565 Landscape Technology**

Throughout the world of spatial design, there has been a strong resurgence of interest in landscape methods as a comprehensive and innovative approach towards defining and engineering sites. Techniques of working the land engage dynamic processes, molding conditions and creating forms in order to control erosion, conserve water, and minimize human impacts. As such, landscape methods have created new standards of performance for sites of all sizes and circumstances. Accordingly, this course, intended for students across disciplines, presents an integrated approach to site planning through the intensive study of applied landscape systems. The material covers the spatial and functional systems of designed landscapes and their associated computational and technical aspects: micro- and macrograding, path alignment, and drainage calculation. Through studying these techniques, students will learn to implement and quantify water management, microclimate manipulation, and low-impact circulation, parking, and servicing. The principles and methods are presented through short lectures and supported by case studies, class workshops and design exercises, tying theory to practical applications. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units.

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#### **A48 LAND 571 Landscape History II: Prehistory to 1850**

Current work in landscape architecture draws from a wider range of references than conventional landscape gardening, engaging the deeper roots of urban design, planning, and infrastructure in order to create spaces that fully integrate with and inform the surrounding context. Accordingly, this course broadens the field of historical inquiry, taking in topics ranging from cultural understandings of space to the design of sacred sites, military installations, and water systems. The survey begins with prehistoric settlements and ends with the dawn of professionalized landscape design in the 19th century. Students will work through class discussion and writing projects to trace the cultural currents linking the first endeavors in land-making to today's practice.

Credit 3 units. Arch: HT

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#### **A48 LAND 571A Landscape Architecture History & Theory**

Current work in landscape architecture draws from a wider range of references than conventional landscape gardening, engaging the deeper roots of urban design, planning, and infrastructure in order to create spaces that fully integrate with and inform the surrounding context. Accordingly, this course broadens the field of historical inquiry, taking in topics ranging from cultural understandings of space to the design of sacred sites, military installations, and water systems. The survey begins with prehistoric settlements and ends with the dawn of professionalized landscape design in the 19th century. Students will work through class discussion and writing projects to trace the cultural currents linking the first endeavors in land-making to today's practice.

Credit 3 units. Arch: CAST, ETH, S, GACS

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#### **A48 LAND 574A Modern and Contemporary Landscape Architecture**

This course examines significant theories and discourses in modern landscape architecture that have informed contemporary modes of practice. Organized around specific topics and lenses (such as site, ecology, art, and sustainability), the course aims to provide a number of critical perspectives on the relevance of landscape architecture as a cultural practice. Readings and discussions will supplement lectures to trace back contemporary ideas to the late 19th and early 20th centuries. We will look at how broader transformations in social, environmental, economic and technological realms have affected discourse in landscape. To this end, students will be introduced to definitions that distinguish between landscape as a medium, landscape as an ideology, and landscape as a profession. Through weekly reviews of seminal projects and built works, we will examine significant styles, movements and design principles in landscape architecture. The course incorporates field trips and presentations by visitors, as well as applied research. It is open to both undergraduate and graduate students in the disciplines of landscape architecture, urban design and architecture. Priority is given to MLA students and undergraduate Landscape Architecture minors. Can count as a History/Theory elective.

Credit 3 units. Arch: ETH, S, GACS, HT

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#### **A48 LAND 575 Research in the Landscape: Methods and Practices**

This course is intended to cultivate the research methods essential to practice and study in the landscape today. As the culmination of the landscape history/theory sequence, we will build on prior curricular study and experience in research to create coherent frameworks for the theory and practice of research. In such a way, we will form an overview of the varied ways by which useful information can be derived from existing sources in order to advance the design and study of landscapes. Students will engage and practice a variety of research activities including archival research, textual and visual interpretation, on-site environmental analysis, and social survey. Working with a high degree of independence and initiative, students will engage scholarly works both as objects of critical reflection and as potential models for their own explorations. Though open to all design students, this course will optimize prior experience with ecology, GIS, and the discipline of landscape architecture. Master of Landscape Architecture students and Landscape Architecture minors have priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units.

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#### **A48 LAND 601 Landscape Architecture Design Studio V**

Credit 6 units.

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#### **A48 LAND 602 Landscape Architecture Design Studio VI**

The second comprehensive studio investigates a specific design problem to a high level of articulation and resolution. The problem is identified by the studio instructor, and students are empowered to develop generative processes based on a conceptual framework of their own devising. Emphasis is on the inculcation of novel, energetic, and rigorous design inquiries that defy pragmatic constraints at the same time as establishing new forms of landscape architectural practice.

Credit 6 units.

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#### **A48 LAND 645 Professional Practice for Landscape Architecture: Business, Practice & Management**

Advanced study of professional practice topics focusing on firm management and project management for landscape architecture projects. Firm-related topics will include starting a practice, financial management, legal structures, marketing, staffing, professional ethics and risk management. Project-related topics will include fee negotiation, project structures and participants, scheduling, use of

contracts and management documents, and construction document systems. Course activities will include project site visits and visits to local firms with landscape architecture design services. This course is only open to Master of Landscape Architecture students.  
Credit 3 units.

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#### **A48 LAND 6451 Professional Practice for Landscape Architecture Workshop**

Students receiving dual degrees in the Master of Landscape Architecture and the Master of Architecture programs will be required to complete A46 646 Professional Practice in the Architecture curriculum. Additionally, dual-degree students will be required to complete A48 6451 Professional Practice for Landscape Architecture Workshop. This 6-part workshop includes several of the sessions presented in A48 645 Professional Practice for Landscape Architecture, in particular, visits and sessions held at local Landscape Architecture firm offices. Study of professional practice topics focuses on firm management and project management for landscape architecture projects. Firm-related topics will include starting a practice, marketing, staffing, professional ethics and risk management. Project related topics will include fee negotiation, project structures and participants, scheduling, use of contracts and management documents, and construction document systems.  
Credit 1 unit.

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## Urban Design

Visit online course listings to view semester offerings for A49 MUD.

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#### **A49 MUD 4102 Lively City: Behavioral Studies & Public Space Design**

Working in small groups, students will acquire new perspectives and skills that put people and their needs at the heart of the creative process of re-imagining and transforming cities. Livability, lively cities, public life, and other concepts describing inviting, vibrant, and stimulating urban environments are frequently communicated in new visions for the future of cities today, but they are the most often unrealized components of design projects. This focus on "urban life" is a direct reaction to the urban realities created in the 20th century, where increases in our standards of living and the associated city building processes have created areas in which large and increasing numbers of people have become isolated from each other, both socially and geographically. Despite our new awareness for the need to plan for a shared and intensified urban life in sustainable cities, we continue to have difficulty understanding exactly what this "urban life" is, how much of it we truly want and need, and how we can reconcile the often conflicting and simultaneous needs of people for privacy and social stimulation. Open to all graduate students. Master of Urban Design students receive priority. The completion of both the Informal Cities (fall semester) and Lively City (spring semester) masterclasses may fulfill the Urban Issues elective requirement for MArch students.  
Credit 2 units.

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#### **A49 MUD 421W Designing the Modern City**

This course, which is based on the textbook *Designing the Modern City: Urbanism Since 1850*, is a lecture course that examines designers' efforts to shape modern cities. Topics covered include the technical and social changes in mid-19th century industrial cities, notably London, Paris, and Barcelona, as well as varied efforts to shape urban extensions and central new interventions elsewhere. These include reform housing efforts for the working class in 19th-century London and New York, Städtebau (city building) in German-speaking environments, the Garden City Movement, the American City Beautiful movement, "town planning" in Britain, and "urbanisme" in France

(the source of the contemporary term "urbanism"). Less well-known topics that will also be addressed are urban modernization in East Asia before 1940 and suburban planning in the United States, including Frank Lloyd Wright's Broadacre City. The book also addresses social change and modern urbanism in Europe in the 1920s, including the emergence of CIAM (International Congresses for Modern Architecture), which met from 1928 to 1956; the political, technological and urban transformations of World War II; the expansion of racially segregated decentralization in the United States; and some European and Latin American postwar urbanism. It also addresses urbanistic aspects of postwar architectural culture, including critiques of modernist planning by Jane Jacobs and others and more recent responses to the ongoing challenges posed by efforts to create organized self-build settlements and to make more ecologically sustainable cities.  
Same as A46 ARCH 421W

Credit 3 units. Arch: GAMUD, GARW, GAUI, HT, RW, UI

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#### **A49 MUD 422J Confronting Urbanization: The Interactive Tissue of Urban Life**

This course invites architecture and urban design students to explore the urban condition through the lenses of its interactive tissue -- a tissue that includes smartphones, the World Wide Web, credit cards, highway systems, airports, sidewalks, and indoor plumbing. Within this frame of reference, students are encouraged to investigate, unearth, and document with surgical precision the emergent interrelationships between actors, the agency through which actors engage with the interactive tissue, and the ways in which these actors and relationships shape and influence one another. With the understanding that ideas are generated through speculation, projection, and experimentation, we will use the third dimension as a point of departure toward the fourth dimension of time, and we will aspire to the fifth dimension of lived experience. It is most welcomed that students bring their curiosity to the course, that they are interested in being investigative, and that they are open to various mediums ranging from reading theories of urbanization, drawing, and experimenting with physical/interactive objects to using projection as a tool to document their research in both analog and digital formats. The final product of this course will be a presentation during which students will present their research through multiple media outlets, which may include drawings, installation work, or moving images.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A49 MUD 430A Special Topics in Urban Design: Confronting Urbanization**

This course invites architecture and urban design students to explore the urban condition through the lenses of its interactive tissue -- a tissue that includes smartphones, the World Wide Web, credit cards, highway systems, airports, sidewalks, and indoor plumbing. Within this frame of reference, students are encouraged to investigate, unearth, and document with surgical precision emergent interrelationships between actors, the agency through which these actors engage with the interactive tissue, and how these forces shape and influence one another. With the understanding that ideas are generated through speculation, projection and experimentation, we will use the third dimension as a point of departure leading toward the fourth dimension of time, and we will aspire to the fifth dimension of lived experience. It is most welcomed that students bring curiosity to the course; they should be interested in being investigative and open to various mediums, including reading theories of urbanization, drawing, experimenting with physical/interactive objects, and using projection as a tool to document their research in both analog and digital formats. The final product of this course will be a presentation in which students will present their research through multiple media outlets, which may include drawings, installation work, or moving images.

Credit 3 units. Arch: GAMUD, GAUI, UI



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#### **A49 MUD 457C Radical Mapping**

Maps are instruments of power. We have seen this, for example, in the racially-motivated 'redlined' maps that legitimized urban clearings of entire neighborhoods in American cities in the 1930s. But maps are also instruments of resistance, for visualizing lived experiences and critiquing political systems and relationships of power. Maps are tools for re-writing dominant narratives and spatializing truths. Maps stage new design possibilities. This class will introduce students to the agency and potential of maps and mapping, a skillset all designers need in the face of our current moment of social and environmental justice collapse-a moment that has long been occurring. The course will cover interdisciplinary theories of mapping; critical cartography; American sub/urbanism; issues of race and place; and techniques of visualization. Students will build a radical 'atlas of spatial politics' centered on selected themes, focused on a common American first ring suburban site-either Ferguson, MO, or Kenosha, WI or similar. There are no formal pre-requisites for the class, but knowledge of Adobe Illustrator and In Design are a must. Students will initially work with GIS ArcMap/ArcPro, a geospatial software-provided free, alongside an introductory tutorial and troubleshooting session/s with the WashU Geospatial Library analysts. Same as A46 ARCH 457C

Credit 3 units. Arch: ETH, S, GAMUD, GAUI, SEM, UI Art: CPSC

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#### **A49 MUD 461D Laboratory for Suburbia**

During the past five years, America's suburbanized landscape has emerged as a site of urgent electoral, cultural, and spatial contestation; it is arguably the defining geography of the national political moment. The fields of design and art, however, have largely failed to engage this critical space, remaining focused instead on prestigious cosmopolitan destinations and distressed inner-city communities. This interdisciplinary course will ask students to step into this gap, exploring and proposing new forms of critical suburban practice. This course is interdisciplinary, and students with interests in visual art, architecture, urban design, art history, public art, planning, performance, urban history, American Studies, and anthropology are especially encouraged to enroll. For the course's final project, students will draw from research and fieldwork to produce propositions for interventionist art or design projects in St. Louis. Final projects can include "paper architecture" renderings, sculptural maquettes, video works, performances, curatorial projects, or scholarly papers that point toward new models for critical and visionary suburban practice. Same as A46 ARCH 461D

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 463B Emergent Urbanisms**

This course surveys emergent models of urbanization in globalizing cities that thus far defy categorization or exist peripherally in studies of urban form. The goal of the course is to equip students with the theoretical and historical background, the analytical tactics, and the critical awareness necessary to reposition themselves as designers in these increasingly challenging contexts. Through case study examples and supporting readings, the course will decipher the formal, social, and environmental effects of particular processes defining new urban spatial configurations in city-regions around the globe. Most of these processes are driven by discourses of 'efficiency,' such that urban forms are increasingly inflected by economic operating systems, as they are subsequently detached from traditional concerns of livability and public interest. Emerging urban assemblages include: massive manufacturing warehouse landscapes or logistical distribution centers and 'aerotropolis' transit hubs as well as those spaces left behind by regional restructuring: de-urbanizing (or deliberately erased) environments which contradictorily 'enable growth' in other areas (or over the same areas); and the informal settlements that emerge more spontaneously on the margins of mainstream urban policy. Students will use their understanding of these spatial and

logistical configurations to project creative models for re-direction or engagement. Sources and analytical tactics will be drawn from across fields including design, sociology, geography and history. Fulfills Urban Issues elective requirement., MUD-Track elective requirement. Credit 3 units.

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#### **A49 MUD 463C Invisible Cities**

This graduate and advanced undergraduate seminar takes as a point of departure the famous 1972 Italo Calvino text that reframes a single city (Venice) as multiple cities, told through a sequence of discrete narratives and descriptions. Each of Calvino's 'Invisible' cities reflect different emotional and physical environments and possibilities-or impossibilities-for their inhabitants, yet are all still connected through an overarching narrative. Invisible Cities, the course, builds on this premise that a city is not a one-size-fits-all experience (nor a monolithic construct with a uniform constituency), but instead is comprised of radically different environments all selectively accessed, depending on one's positionality or relationship to urban redevelopment processes. In places like St. Louis-but in fact in all American cities-residents live out different urban realities or imaginaries, with unequal access to the same services, provisions and processes. A highly visible instance of this occurs along Delmar Blvd in St. Louis where two contrasting lived experiences play out in neighborhoods across from each other on the north-south divide. However, this class posits that much less visible instances of the duplicitous city also exist, in spaces not geographically divided, but (more insidiously) overlaid. The course will focus on this conceptualization of inequality where both privileged and underserved populations co-exist in much more intertwined ways. Within any given block, neighbors live according to different opportunities, for education, health access, police services, or routes to property acquisition and financing. These are the invisible, spatially simultaneous cities; the urban realities that are much harder to see-at least to those who do not live those realities on a day-to-day basis. Like in Calvino's world, urban and lived space is endlessly continuous and accessible for some; for others it is fragmented, even disorienting or opaque. This course will examine, frame, collect and document the various manifestations of invisibility together with the political instruments and policies that produce-and reproduce-it. We will use the St. Louis region as our primary focus, with comparisons to other sites. Our studies will involve a close re/reading of many of the mechanisms of daily governance and urban design such as policies, planning tools, legal, financial and real estate protocols and of course design decisions and processes; ie the apparatuses of urban redevelopment that exist right before our eyes. The seminar welcomes both graduate students and advanced undergraduate students from across disciplines. Support for Invisible Cities is provided by the Washington University in St. Louis Ferguson Academic Seed Grant Program granted through the Offices of the Chancellor and Provost and the Olin Business School. Fulfills Urban Issues and MUD Track elective requirement.

Same as A46 ARCH 463C

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 463D City Life and Urban Worlds: An Introduction to the Urban Humanities**

The urban humanities is an inter-/anti-disciplinary project that brings together theory, practice, and methods from fields in architecture, urban design, and the humanities to interrogate the urban condition. In this core course, we will delve into key theorists, texts, and methods that inform the urban humanities through seminars, site visits, and design projects. We will debate emerging perspectives in critical urban theory and then explore the applicability of these positions in St. Louis through mapping, street ethnography, and subtraction. In addition, this seminar is designed to introduce urban scholars from across the humanities and design fields to each other. Participants will be encouraged to experiment, trade, and engage in dialogue across their

fields. What, we will ask, is the status of the urban commons in an era of enclosures and privatization? What can postapocalyptic cyberpunk from Lagos teach us about "smart cities"? How do built environments get their politics? Can these politics be redirected or subverted?

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A49 MUD 5078 Developing Sustainable Urban Communities**

Across the country, there is a drive to develop high-quality, economically and racially diverse, vibrant and sustainable urban communities. St. Louis is no exception to this trend. For reasons of sustainability, poverty alleviation and city building, community leaders and public officials in St. Louis are working to develop neighborhoods and communities that incorporate these factors. Developing Sustainable Urban Communities is a project-based course for graduate students and advanced undergraduates which asks interdisciplinary groups of students to contribute solutions to substantively and politically challenging place-based urban redevelopment challenges in St. Louis. Students will work in small teams to develop their projects over the course of the semester through research, dialogue with a team of interdisciplinary faculty, examination of relevant case studies, and engagement with client organizations in the community. Course participants will choose one of three semester-long projects, the subject of which will be developed by course instructors and client organizations in advance of the semester. The course will meet both on-campus and at various community sites. For MSW Program SED Concentration students, this course fulfills the SED concentration Practice Methods requirement. Enrollment is limited to 24 students with prior coursework in community development, urban design or related fields. Preference is given to graduate architecture and social work students; other students will be admitted by permission of the instructors. Upon registering in the course, please send a brief statement (1-2 paragraphs) about your interest in the course and previous coursework or experience that has prepared you for participation. Statements should be emailed to [ljensks@wustl.edu](mailto:ljensks@wustl.edu). Same as S60 SWCD 5078

Credit 3 units. Arch: GAMUD, GAUI Art: CPSC

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#### **A49 MUD 5079 Community Development & American Cities**

The world is becoming increasingly urban. Recently for the first time more than half of the world's population lived in cities. While urbanization has brought great opportunities it also comes with significant challenges. The goal of this course is to introduce and analyze interventions that improve the quality of life of Americans by improving their neighborhoods, and that strengthen neighborhoods as essential components of competitive regional economies. We will focus both on strategies to alleviate urban poverty and on strategies to make urban neighborhoods attractive to large numbers of potential residents of all races and classes. The course will include a rigorous introduction to community development strategies with specific attention to the role of community organizations, the need for strengthening key service areas such as schools and safety, and the importance of density and place-making. While the focus of the course will be on St. Louis and other older industrial cities, the lessons learned are applicable to all cities throughout the world. In addition to St. Louis, we will also spend concentrated time on New York City as an example of a fast-growth, strong market city. Course pedagogy will emphasize intense interaction between students and between the students and instructor, using lectures, small group discussions and active debates. Class assignments will include the requirement to write five short (3-4 page) papers over the course of the semester. All papers will be based on class reading. For MSW Program SED Concentration students, this course fulfills the SED Theories, Problems, and Issues requirement. For MSW Policy Specialization students, this course fulfills the elective requirement. For Master of Architecture students, this course fulfills the Urban Issues elective requirement. For Master of Urban Design students, this course fulfills the MUD Track elective requirement. MSW Pre/corequisite: S15-5012.

Same as S20 SWHS 5079

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A49 MUD 525K LAND ARCH URB: LandscapeArchitectureUrbanism**

New Disciplinary Dynamics: Blurs and Exchanges. Over the past decade, the various professions engaged in the construction of the built environment have been investigating (both in theory and practice) a specific and deliberate blurring, hybridization, and expansion of the traditional semantic and historical categories of landscape, architecture, and urbanism in an attempt to confront changing situations, environments, and cultures. Across geographical and cultural boundaries, the proliferation of projects (speculative and built) and essays appearing in recent years makes this phenomenon more than a passing trend or the product of individual reflection. Architecture, for example, as a conventional discipline with its own tasks, internal logic, and modus operandi has become so heterogeneous that it can no longer adequately authenticate its products from within the limits of its historical category. The same holds true of the allied fields of landscape and urbanism. Strict disciplinary boundaries are no longer capable of attending to the complexity of contemporary demands produced by mobility, density, de-urbanization, hybrid programs, changing uses, and ecological concerns. The contemporary world forcibly imposes the need for greater flexibility and indeterminacy and for new techniques of practice that are anticipatory, receptive to change, and capable of opening an aperture to the future. This course will explore these disciplinary slippages and hybrid contacts between until now distinct categories through essays and built or speculative works. Fulfills History/Theory elective. Fulfills Urban Issues elective.

Same as A46 ARCH 525K

Credit 3 units. Arch: CAST, GACS, GAMUD, GAUI, UI

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#### **A49 MUD 528S Everyday Urbanism: Global and Local Practices**

This course explores how qualities of urbanism are shaped through the aggregation of consistent, repetitive building typologies which subsequently gain difference and character over time through occupation by varied cultures, rituals, and behaviors. Among the relevant methodologies to study the relationship between built form and urban quality are those developed by John Stilgoe, who reads the history and culture of a place in terms of repeated features of development, and Tsukamoto Yoshiharu, founder of Atelier Bow-Wow, who notes how changes in the building typologies of Tokyo have had significant impacts of the public realm of the city. Observations derived from this form of research have a direct impact on how we understand the temporal and experiential qualities of the city, and subsequently, design. Open to upper-level undergraduate students and graduate students. Master of Urban Design students and Urban Design minors receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: GAMUD, GAUI, SEM, UI

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#### **A49 MUD 529G The Unruly City**

The history of the American city is the history of conquering the "unruly": real estate parcels, neighborhoods, buildings, and even people that represent decay, obstacles to capital, unlawfulness or disorder. Designers denigrated unruliness in the pursuit of modernization in the 20th century, but today seem more conflicted on the constitution and remedies for disorder. Is disorder in the eye of the beholder? What disrupts urban life more, the broken windows of vacant houses or the arrival of an upscale grocery in a poor neighborhood? Neighborhoods that have lost most of their population and buildings, or new football stadiums offered as economic and architectural solutions to blight? Programs of housing, urban planning, infrastructural urbanism, zoning, policing, historic preservation and mass transportation have impacts that can either squelch or protect the "unruly." No design is not political. This course examines the divergent definitions of order and disorder that are shaping contemporary approaches to urban planning, governance and cultural production.

This seminar digs into these questions, using the classic debate between Robert Moses and Jane Jacobs over the future of New York City as an entry point into urban political and economic ideas that engage concepts of order and disorder. We will cover readings by Sennett, Agamben, Mouffe, Negri & Hardt, Baldwin, Fanon, Certeau, Harvey, Zukin and others. This course will be place-based at Sumner High School in The Ville neighborhood of St. Louis, a historically Black neighborhood. The class will arrange a carpool to the teaching location and engage the community with real-world examination of course themes throughout the semester.

Same as IS0 INTER D 429G

Credit 3 units.

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**A49 MUD 530A Special Topics In Urban Design: Alternative Atlas: St. Louis**

Spatial narratives have been historically dominated by those with wealth and power. But their very wealth and power was built on the backs of an army of others, often unnamed, unmarked, and uncompensated. There is a growing effort to tell those stories and mark the physical spaces of their presence and the acts of violence and oppression enacted on their bodies and communities. If a traditional atlas claims some degree of neutrality and objectivity - clearly impossible in any mapping - the Alternative Atlas overtly exposes, decodes and displays silenced truths. Inspired by traditional tour guides, maps, signs and itineraries, this course aims to unearth and represent the deeper foundations of the complicated city of St. Louis and its immediate region. Combining uncomfortable thinking, deep research and thick mapping, the goals of the course are to spatialize this hidden palimpsest. Alternative Atlas: STL is an interdisciplinary experimental seminar, taught concurrently and in connection with two courses at Washington University and one at Harvard University. The partnership centers (1) "Alternative Atlas: St. Louis," an interdisciplinary seminar led by Linda Samuels, Associate Professor of Urban Design in the Sam Fox School of Design and Visual Arts. The seminar builds in more robust engagement with the disciplines of history, sociology, and African American Studies, among others, by incorporating participants in (2) "Histories of Racial Violence, Legacies & Reckonings," a graduate seminar and practicum in AFAS and sociology led by Geoff Ward, Professor of African and African-American Studies at Wash U, and (3) "History of St. Louis," a graduate history seminar led by Walter Johnson, Winthrop Professor of History and African and African American studies at Harvard University and author of the recent major work, *The Broken Heart of America: St. Louis and the Violent History of the United States*. This collaborative seminar will intentionally combine diverse epistemological frameworks to broaden the understanding of race and spatial relationships in each of the partner disciplines, and to inform our collaborative development of an Alternative Atlas for St. Louis. Content shared across the three courses will fuel projects and partnerships that emerge from the collaboration. Students in the Sam Fox course will be responsible for mapping the core of the Alternative Atlas project. Open to upper-level undergraduate students and graduate students. Master of Urban Design students and Urban Design minors receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: GAMUD, GAUI, UI

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**A49 MUD 562H Informal Cities Workshop: Designing Urbanity: Collective Housing in Emergent Cities**

This seminar will research the morphology & the morphogenesis of the Informal City as it evolves to be an integral phenomenon of global urbanism, and the corresponding economic, social, architectural and urban theory. Today, one billion people live in informal cities (36% of the world's population) and this is expected to grow another one billion over the next 30 years. As it is currently evolving, the informal city is an urban phenomenon set up within the planned city's territory and increasingly an integral part of it--often comprising up to 75% of the city and one of the elements of urban morphology that shapes city

design. Thus, it is no longer possible to accept a concept of the informal city that centered on negative parameters (ghettos/slums/poverty/crime, etc.), but there is a need to find sustainable spatial solutions to integrate these settlements into the "formal" urban/architectural tissue leading to the dissolution of urban and symbolic boundaries between the "informal" areas and "formal" districts. To this end, the course will review various architecture and urban strategies and projects of informal urbanism in Asia, Africa and South America supported with a field trip will help to further understand and define a place of action for architects and urbanists in the informal city. The course fulfills the Urban Issue elective requirement for the M.Arch degree. The completion of both the Informal Cities (fall semester, 1 unit) and the Lively City (spring semester, 2 units) masterclasses may fulfill the Urban Issues elective requirement for MArch students.

Credit 1 unit. Arch: GAUI, SEM

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**A49 MUD 563D Reconsidering the Margin: Places of Meeting, Spaces of Transformation**

The financial crisis of 2008 and subsequent recession exposed the frailty of conventional modes of practice. The freezing of credit markets set off a contraction of increasingly bureaucratized creative fields such as architecture and fine arts and led to massive layoffs and underemployment. This extreme disruption coincides with an ongoing governmental disengagement from social assistance. The combination of the surplus of talent left by immobilized corporate practice and the vacuum created by a retreating government presents an opportunity to reconsider practice for a new generation in a way that engages a broader set of issues and problems. The seminar builds upon existing relationships and a body of previous engagement in the Pagedale community while laying the groundwork for new action. This seminar challenges traditional modes and focuses of creative effort to arrive at a radical new form for creative practice. By challenging common assumptions and using creative production to confront the challenges facing residents and decision-makers, the course seeks to break down physical and disciplinary boundaries to achieve a radical new production. The seminar will include the following: examination of entrenched assumptions by students and community members through reading and discussion; involvement in the community, including volunteer work and civic participation; research into pressing issues that will culminate in a creative project; and dissemination of information to both classmates and the community as a whole. This course is open to disciplines outside of architecture. Students in Art and Social Work are encouraged to register. The course will meet periodically in the community. This course fulfills the Urban Issues or MUD Track elective requirement.

Same as A46 ARCH 563D

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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**A49 MUD 563P Alternative Atlas: STL**

Spatial narratives have been historically dominated by those with wealth and power. But their very wealth and power was built on the backs of an army of others, often unnamed, unmarked, and uncompensated. There is a growing effort to tell those stories and mark the physical spaces of their presence and the acts of violence and oppression enacted on their bodies and communities. If a traditional atlas claims some degree of neutrality and objectivity - clearly impossible in any mapping - the Alternative Atlas overtly exposes, decodes and displays silenced truths. Inspired by traditional tour guides, maps, signs and itineraries, this course aims to unearth and represent the deeper foundations of the complicated city of St. Louis and its immediate region. Combining uncomfortable thinking, deep research and thick mapping, the goals of the course are to spatialize this hidden palimpsest. Alternative Atlas: STL is an interdisciplinary seminar that invites a wide range of perspectives and epistemological frameworks to examine, expose, and visualize - in other words, map - this complicated American city. The mapping of St. Louis's past,

present, and future is an ongoing project; this particular semester will incorporate new partnerships with artists, curators, storytellers, and technologists working to collect, capture, and represent the present future for public viewing.

Credit 3 units. Arch: ETH, S, GAMUD, GAUI, SEM, UI

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#### **A49 MUD 564A Urban Development Seminar**

Project-based research and discussions focus on the legal policy, social and architectural issues affecting the redevelopment of St. Louis and suburban areas such as Darst Webbe, Clayton, Westminster Place and prototypical redevelopment of public housing projects of Carr Square, Darst Webbe and Vaughn into tenant ownership and market rate housing neighborhoods. Topics include public policy issues affecting development, the availability and types of housing, transportation linkages, business, zoning issues, social and historical precursors. Through interaction with community leaders, teams of students from each discipline prepare a design proposal for an actual problem in the St. Louis area. This seminar is an interdisciplinary effort taught by faculty members of Washington University School of Architecture and the St. Louis University School of Law, Social Work and Department of Public Policy Studies. Prerequisite: 400 level and above. Limit 8 students. Fulfills Urban Issues elective for M.Arch. degree.

Same as A46 ARCH 564A

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A49 MUD 564K European/Contemporary/Urban Public Spaces**

The aim of this seminar is to describe and understand contemporary urban public space in Europe from the late 20th century to the present, as well as to anticipate possible future developments. The seminar will examine this complex subject by investigating the following complementary topics: historical considerations of elements of public space generation; the continually evolving definition of public space; possible boundaries between urban, non-urban, and landscape; scale and other parameters (density, urban fabric); physical and geometrical magnitudes of urban public space; social and political parameters; and other non-apparent/non-physical conditions. Barcelona, Amsterdam and Berlin will be used as examples of cities able to produce celebrated qualified and diverse public spaces. In addition, a series of 12 relevant case studies will be examined. The possibility of mutual interactions with American cities will be considered, using St. Louis as a reference. The educational objectives of the course are to provide some tools and basic knowledge to understand, analyze, and propose a contemporary public space. We will learn how to distill the various elements that compose 'urbanity,' and to recognize the interactions between them. Fulfills Urban Issues elective requirement.

Same as A46 ARCH 564K

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 565E Public Space and City Life: Contemporary Discourses on Public Space**

The redefinition of the role and form of public space is fundamental to contemporary architecture and urbanism. The current debate ranges from the need to re-establish public space based upon historic precedent or sociological principles to the notion that "public space is dead." This course will explore this debate through readings from philosophy, social and architectural theory, and the investigation of select public spaces. This course fulfills the MUD Track and Urban Issues elective requirement. Master of Urban Design students and Urban Design minors receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: GAMUD, GAUI, UI Art: CPSC

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#### **A49 MUD 568 Theories & Methods of Architecture, Landscape and Urbanism Research**

This seminar focuses on the fundamentals of transdisciplinary empirical research in architecture, landscape and urbanism design and urbanism. Through studying research examples, it examines the entire research process from conducting literature review and precedent studies, generating research question and hypothesis, creating study design, collecting and analyzing data with valid and reliable research tools, to communicating findings. A survey of quantitative and qualitative research methods used in disciplines such as social sciences, public policy, public health that are relevant to environmental issues is provided to address the application of research methods on a wide range of problems in architecture, landscape and urbanism. The seminar enables students to effectively engage in empirical research (including research assistantship) as well as the practice of evidence-based design. This course is required for the Doctor of Sustainable Urbanism students and is open to all MArch, MLA and MUD students. Permission from the instructor required for undergraduates. Master of Urban Design students receive priority. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 571A Ideas in Urbanism**

Although the form of cities has reflected the planned and unplanned patterns of human habitation for thousands of years, the origin of the Western urban design discourse officially starts with the 1956 conference intended to discuss the fate of architects in the formation of cities. That fate is still negotiated across the disciplines of architecture, landscape architecture, urban design and planning, as is the very role and definition of what urban design is and what urban designers do. This course explores the critical ideas and seminal texts that define this urban design discourse with a particular emphasis on the proliferation of numerous "urbanisms" grappling with 21st-century visions of technology, temporality, environmentalism and justice. Grounded in big ideas and critical readings, Ideas in Urbanism explores the world views and intellectual lineages of authors and their seminal texts in an effort to understand how the production, reproduction, contestation, and creation of urban ideas and the cities they produce has led to urbanism now, and to speculate on where urbanism might be tomorrow. This course is open to all MArch, MLA and MUD students. Undergraduates may enroll with permission. MUD students have priority. Students will be enrolled from the waitlist.

Credit 3 units. Arch: ETH, S, GAMUD, GARW, GAUI, HT, RW

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#### **A49 MUD 571B Infrastructural Urbanism**

The first two decades of the 21st century have brought a range of new forms of urban thinking in response to the challenges of climate change, wealth disparity, and the growing obsolescence of our urban systems. Infrastructural urbanism pulls from many disciplines and movements to build a theory around systems-based urban thinking that is inclusive rather than elitist, flexible rather than rigid, bottom up as well as top down, ecological as well as economical, and outcome-driven rather than object-focused. In this course, we will explore the history and theory of this emergent urban movement; identify and analyze relevant case studies; and explore three strategies for achieving next-generation infrastructure, with a particular focus on Los Angeles): broadening the process, transforming the prototype, and measuring what matters.

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 574A Modern and Contemporary Landscape Architecture**

This course examines significant theories and discourses in modern landscape architecture that have informed contemporary modes of practice. Organized around specific topics and lenses (such as site, ecology, art, and sustainability), the course aims to provide a number



of critical perspectives on the relevance of landscape architecture as a cultural practice. Readings and discussions will supplement lectures to trace back contemporary ideas to the late 19th and early 20th centuries. We will look at how broader transformations in social, environmental, economic and technological realms have affected discourse in landscape. To this end, students will be introduced to definitions that distinguish between landscape as a medium, landscape as an ideology, and landscape as a profession. Through weekly reviews of seminal projects and built works, we will examine significant styles, movements and design principles in landscape architecture. The course incorporates field trips and presentations by visitors, as well as applied research. It is open to both undergraduate and graduate students in the disciplines of landscape architecture, urban design and architecture. Priority is given to MLA students and undergraduate Landscape Architecture minors. Can count as a History/Theory elective.

Same as A48 LAND 574A  
Credit 3 units. Arch: ETH, S, GACS, HT

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#### **A49 MUD 576A Infrastructural Urbanism**

The first two decades of the 21st century have brought a range of new forms of urban thinking in response to the challenges of climate change, wealth disparity, and the growing obsolescence of our urban systems. Infrastructural urbanism pulls from many disciplines and movements to build a theory around systems-based urban thinking that is inclusive rather than elitist, flexible rather than rigid, bottom up as well as top down, ecological as well as economical, and outcome-driven rather than object-focused. In this course, we will explore the history and theory of this emergent urban movement; identify and analyze relevant case studies; and explore three strategies for achieving next-generation infrastructure, with a particular focus on Los Angeles): broadening the process, transforming the prototype, and measuring what matters.

Credit 3 units. Arch: ETH, S, GAMUD, GAUI, UI

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#### **A49 MUD 579 Ecological Economics**

This course is designed to give students an appropriate graduate-level understanding of the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics, and to explore the role this new paradigm is playing in the movement toward a sustainable society. Standard economics--the neoclassical model--sees the economy as the whole that contains all other values; nature has value because some people will pay to experience it or to enjoy its services. Ecological Economics reverses that relationship by acknowledging the environment, not the economy, as the containing whole. This it does through its grounding in the laws of energy--the laws that model the behavior of both natural and built systems. (While matter can be recycled, energy can't. No machine can take its own exhaust outputs as fresh inputs; no animal can survive by eating its own excrement.) Fulfills Urban Issues elective requirement. Fulfills MUD Track elective requirement.

Same as A46 ARCH 579

Credit 3 units.

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#### **A49 MUD 579A Ecological Economics for Sustainable Cities and Landscapes**

This course is designed to provide students with an understanding of the fundamental assumptions, the conceptual novelties, and the distinctive tools of analysis that comprise the emerging discipline of ecological economics as it applies to cities and landscapes, and to explore the role this new paradigm is playing in the movement to convert our society from a high-throughput, unsustainable society to a lower-throughput, sustainable system. Standard economics (including the subfield of environmental economics) sees the economy as the whole that contains other all other values. In this view, nature has value because some people will pay to experience it or to enjoy its services.

Ecological Economics reverses that relationship by acknowledging that the environment, not the economy, is the containing whole. This approach comprises a revolutionary challenge to the foundational premises of contemporary economics. Economics has never undergone the thermodynamic revolution that swept through the physical, life, and social sciences in the late nineteenth and early twentieth century. The course will look briefly at this intellectual history in order to place our studies into their broader social, historical, political, and disciplinary context-and to give students the conceptual background and tools they need to engage the old paradigm in ways that will promote its adaptation to physical reality.

Credit 3 units. Arch: GAMUD, GAUI, UI

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#### **A49 MUD 652H Metropolitan Development: What's in a Plan?**

This course explores pluralist, pragmatic and progressive planning strategies for American urbanism. It will provide students with an introduction to the design and planning of American cities in the context of this country's democratic tradition, its multi-cultural society, and the particular morphology of its urban areas. Contemporary American cities have urbanized in unprecedented and distinctive ways that suggest the creation of a unique urban culture, despite the seeming globalization of urban trends, or the apparent universalization of urban forms. Identifying the role design can play in this culture requires a lucid appraisal of the context in which metropolitan development takes place. Four study modules will introduce basic issues in planning law, real estate finance, urban economics and environmental planning through lectures and research projects, as well as the presentation of Metropolitan St. Louis development case studies by professional and political leaders.

Credit 3 units. Arch: ETH, S, GAUI, UI

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#### **A49 MUD 656 Metropolitan Urbanism**

The seminar course will investigate the morphology and morphogenesis of the contemporary American metropolitan urban condition. The investigation will attempt to define and understand the changing pattern, form, priorities and use of the metropolitan transect from the central city to the rural fringe. The objective of the course is to understand the history of the American city in terms of the indeterminate tensions, complexity and richness of morphological layering and traces in the urban landscape, as a basis for critical practice. Required for MUD students. Fulfills Urban Issues elective requirement. MUD students have priority. Students will be enrolled from the waitlist.

Credit 3 units. Arch: ETH, S, GAUI, UI

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#### **A49 MUD 658 Metropolitan Sustainability**

This seminar will investigate contemporary theory and practice of the design and development of sustainable regions, cities, communities, infrastructures and landscapes. By 2050 three-quarters of the world's population will be living in cities and with cities being the world's largest consumer of resources and a focus of climate change impact, it will be the design of cities that frame the essential theory and practice of sustainability. Consideration will be given to the definition and reasons for the sustainability paradigm; conceptual frameworks for urban sustainability; indicators & measures of sustainability; different sustainability functional categories (water, air, food, energy, transportation, social capital, equity, development patterns & density, etc.); and various approaches to urban sustainability including Regenerative Urbanism, Healthy Cities, Ecological Urbanism, Eco-Urbanity, Resilient Cities, Smart Cities, LEED ND, the Natural Step, ICLEI and ZED Cities. Priority will be given to Master of Urban Design students and Urban Design minors. Students will be registered for the course from the waitlist by the Registrar's Office.

Credit 3 units. Arch: ETH, S, GAUI, UI

#### **A49 MUD 664 Historic Preservation/Urban Design**

This class will explore the history and current practice of historic preservation in the United States and will relate them to local issues of contextual architecture, sustainable development, cultural tourism and urban design. Emphasis will be placed on the practical knowledge needed to participate professionally in historic preservation: how to evaluate the associative and architectural significance of a property or district, how to provide legal protection and redevelopment incentives for historic resources, how to appropriately restore, rehabilitate, adapt and add to historic buildings and how to incorporate historic preservation into the sometimes-contentious framework of community planning. The course will focus on readings, student discussion and case studies that draw extensively on real preservation situations in the region including trips to the innovative Cupples Warehouse and Bohemian Hill projects, the endangered Old North St. Louis neighborhood and a charrette in the Central West End. Same as A46 ARCH 664

Credit 3 units. Arch: CAST, GACS, GAMUD, GAUI, UI

#### **A49 MUD 711 Elements of Urban Design**

The first in a three-semester sequence of design studios for students in the Master of Urban Design program.

Credit 6 units.

#### **A49 MUD 713 Metropolitan Design Elements**

The second in a three-semester sequence of design studios for students in the Master of Urban Design program.

Credit 6 units.

#### **A49 MUD 765D Advanced Seminar in Urban Sustainability I**

This seminar will investigate contemporary theories and methods of sustainable urbanism. Cities are increasingly the means through which a sustainable future for the anthropocene era is constructed. Within the sustainable urbanism paradigm cities are understood as complex self-organizing open systems responding to socially constructed processes, conflicting values, natural resource limitations, extreme natural phenomena, man-made hazards, climate change and competing economic interests that inform urban change, design and development. Consideration will be given to the history, definition and reasoning for the urban sustainability paradigm; the theoretical constructs of sustainability, resiliency, adaptation and regeneration for post-carbon cities; the methods of analysis and measurement for urban sustainability; and the design of cities for livability, social inclusion, environmental performance, cultural diversity and economic equity. The course fulfills an Urban Design and Urban Issues elective for MUD, MArch & MLA degrees.

Credit 3 units. Arch: GAMUD, GAUI, UI

## **Sam Fox School of Design & Visual Arts**

The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art, and design education, linking professional studio programs with one of the country's finest university art museums in the context of an internationally recognized research university.

The Sam Fox School is composed of the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum.

Website: <http://samfoxschool.wustl.edu>

## **Master's Degrees**

The Graduate School of Architecture & Urban Design's degree programs include a range of curricula for students with a variety of educational backgrounds, professional degree needs and career ambitions.

We offer the following degree programs:

- Master of Architecture: MArch 3 (p. 60) (six semesters; 105 units)
- Master of Architecture: MArch 2 (p. 62) (four semesters + one summer; 75 units)
- Master of Landscape Architecture: MLA 3 (p. 64) (six semesters; 90 units)
- Master of Landscape Architecture: MLA 2 (p. 64) (four semesters; 60 units)
- Master of Urban Design (p. 65) (three semesters; 42 units)
- MS in Advanced Architectural Design (p. 67) (three semesters; 36 units)
- MS in Architectural Studies (p. 67) (30 units)

Most states require that individuals hold an accredited professional degree in order to become an architect. The National Architectural Accrediting Board (NAAB) accredits two types of degrees: (1) the Bachelor of Architecture (not offered by this College of Architecture), which requires a minimum of five years of study; and (2) the Master of Architecture, which requires a minimum of three years of study following an unrelated bachelor's degree or two years of study following a related pre-professional bachelor's degree. These professional degrees are structured to educate those who aspire to registration/licensure as architects.

Our Master of Architecture degree, offered as the three-year MArch 3 program and the two-year MArch 2 program, is an NAAB-accredited professional degree. The school's NAAB accreditation status was evaluated and confirmed in the spring of 2018. All March programs at Washington University are STEM-designated.

## **Dual Degrees**

For graduate students who want to broaden their education at the graduate and post-professional levels, the Graduate School of Architecture & Urban Design offers several dual degree programs in conjunction with other divisions of Washington University in St. Louis. To apply for a dual degree program, students must submit separate applications to both programs. Each program makes admission decisions independently. The dual degree programs currently available are as follows:

- Master of Architecture/Master of Public Health (p. 67) (MArch/MPH)
- Master of Business Administration/Master of Architecture (p. 67) (MBA/MArch)
- Master of Construction Management/Master of Architecture (p. 68) (MCM/MArch)
- Master of Landscape Architecture/Master of Architecture (p. 68) (MLA/MArch)



- Master of Landscape Architecture/Master of Urban Design (p. 68) (MLA/MUD)
- Master of Social Work/Master of Architecture (p. 69) (MSW/MArch)
- Master of Social Work/Master of Urban Design (p. 69) (MSW/MUD)
- Master of Urban Design/Master of Architecture (p. 69) (MUD/MArch)

## Master of Architecture

Students holding bachelor's degrees in fields other than architecture are invited to apply to the MArch 3 degree program. Calculus and physics are required as prerequisites for enrollment. This full six-semester professional curriculum begins with a series of core studios and courses before students progress into the advanced studio sequence.

Students with a Bachelor of Arts in Architecture, which include studios at both the 300 and 400 levels (or the equivalent), are placed within the MArch 3 curriculum on the basis of their previous design studio experience and overall academic record.

The Graduate School of Architecture & Urban Design welcomes graduates with a Bachelor of Science in Architecture or the equivalent as candidates for the accredited professional MArch 2 program. This curriculum typically spans four semesters. The MArch 2 sequence begins with the final comprehensive core studio (ARCH 419) and concludes with the Degree Project (ARCH 616).

Fundamental to the graduate curriculum is the architectural design studio sequence. Each semester, students select from a range of vertical studio options organized around projects and topics offered by different design instructors. These studios emphasize the development of strong conceptual abilities, the thoughtful integration of technical information, and convincing representations of architectural ideas in two- and three-dimensional forms and through a variety of media. The ultimate goal is for each student to develop clear design principles, strong technical resources, and an independent critical position on the making of architecture in the world. The independent character of a student's abilities is demonstrated and tested during the final semester through the Degree Project.

Informing and enriching the studio experience for students in the MArch program are courses in architectural history and theory, building technology and structural principles, urban design, professional practice, landscape design, and representational and digital media studies. Great emphasis is placed on a student's ability to integrate and synthesize the information in these courses into appropriate architectural forms in the design studio. Although these topics have consistently been a part of the graduate curriculum, their specific content, sequence and method of instruction are under constant review and development.

## Master of Architecture: MArch 3

This full six-semester professional curriculum is for students holding baccalaureate degrees with majors in architecture and with majors other than architecture. The program begins with a series of core studios and courses before students progress into the advanced studio sequence. This 105-credit program leads to a professionally accredited Master of Architecture degree.

### Waiver Requirements

Students admitted to the MArch 3 program have the opportunity to waive the following courses:

- Building Systems (ARCH 445)
- Structures I (ARCH 447A)
- Structures II (ARCH 448A)
- Architectural History I: Antiquity to Baroque (ARCH 4280)
- Architectural History II: Architecture Since 1880 (ARCH 4284)
- Environmental Systems I (ARCH 438)
- Environmental Systems II (ARCH 439)

Students must obtain a waiver prior to the semester in which they would normally be expected to take the course that is being waived. In other words, students may not skip a required course on the assumption that they will receive a waiver for it in the future.

Any such waiver requires evidence that the student had adequate exposure to the required material as part of their previous academic experience. Course waivers will only be granted for an equivalent course or a combination of courses completed satisfactorily to meet NAAB-accredited student performance criteria. Equivalence is measured in terms of both content and assignments. Waivers will not be granted for courses taken pass/fail. To be eligible for a waiver, prior course work must have been passed with the equivalent of a grade of C or higher. Grades for waived courses will not appear on the student's Washington University record and will not figure into the student's GPA.

Up to 6 credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of the courses being waived.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/master-of-architecture>

## Faculty

For a list of faculty members, please refer to the Architecture faculty page (p. 32).

# Degree Requirements

## Master of Architecture: MArch 3

The list below includes the required courses for the MArch 3 degree. The order in which students take their courses may vary. A sample curriculum can be found at the MArch 3 Curriculum website. Students admitted to the MArch 3 program have the opportunity to waive some courses. For more information about waivers, refer to the MArch 3 Overview (p. 60).

**Requirements:** 105 units

Code	Title	Units
<b>Fundamentals</b>		
ARCH 300A	Design Foundations Studio	3
ARCH 323A	Architectural Representation I (MArch 3)	3
ARCH 323B	Architectural Representation II (MArch 3)	3
ARCH 418A	Design Culture	1.5
ARCH 518A	Pre-Design Seminar	1.5
ARCH 580	Design Thinking: Research and Design Methods	3
ARCH 646	Professional Practice I	3
<b>Design Studios</b>		
ARCH 317A	Architectural Design I (MArch 3)	9
ARCH 318A	Architectural Design II (MArch 3)	9
ARCH 419	Architectural Design III (MArch 3)	6
ARCH 511	Architectural Design V	6
ARCH 611	Architectural Design VII	6
ARCH 616	Degree Project	6
<b>History &amp; Theory</b>		
ARCH 4280	Architectural History I: Antiquity to Baroque	3
ARCH 4284	Architectural History II: Architecture Since 1880	3
ARCH 4288	Architectural History III: Advanced Theory	3
History/Theory Research & Writing Elective (identified with "GARW" attribute)		3
History/Theory Elective: Case Studies or Research & Writing (identified with "GACS" or "GARW" attributes)		3
<b>Architectural Technology</b>		
ARCH 445	Building Systems	3
ARCH 538C	Advanced Building Systems	3
ARCH 438	Environmental Systems I	3
ARCH 439	Environmental Systems II	3
ARCH 447A	Structures I	3
ARCH 448A	Structures II	3

<b>Electives</b>	
Urban Issues Elective (identified with "GAUI" attribute)	3
General Electives (300-level or above)	9
<b>Total Units</b>	<b>105</b>

## Master of Architecture Studio Grade Requirement

Students in the MArch 3 program must earn a cumulative studio grade point average (GPA) of 2.5 or higher by the end of the 317/318 first-year core studio sequence. Students who do not fulfill this cumulative studio GPA requirement must repeat at least one of the first-year core studios and raise their cumulative studio GPA to 2.5 or higher before being permitted to enroll in their final core studio, 419. If a student still has a cumulative studio GPA below 2.5 after repeating 317 and/or 318, they will be dismissed from the Master of Architecture program.

Students in the MArch 3 program must earn a cumulative studio GPA of 2.6 or higher by the end of the complete core studio sequence (317/318/419). Students who do not fulfill this cumulative studio GPA requirement must take a leave of absence in the spring semester, repeat the 419 studio the following academic year, and raise their cumulative studio GPA to 2.6 or higher before being permitted to enroll in the vertical/options studio sequence. If a student still has a cumulative studio GPA below 2.6 after repeating 419, they will be dismissed from the Master of Architecture program.

## Master of Architecture Comprehensive Studio Requirement

All Master of Architecture graduate students must take one Comprehensive Options Studio (as designated in the semester Director's Letter) and earn a minimum grade of B- before entering Degree Project.

## Master of Architecture Degree Project

ARCH 616 Degree Project must be completed during the student's final semester. Students should not register for additional course work once Degree Project has been completed. Students should plan to complete all outstanding degree requirements during their Degree Project semester. Any exceptions to the Degree Project studio requirement must be approved in writing by the program chair for graduate architecture.

## Master of Architecture Degree Project Grade Requirement

In order to enroll in ARCH 616 Degree Project, graduate students must have earned a cumulative studio GPA of 2.7 or above. Students who have not fulfilled this cumulative studio GPA requirement must repeat an options studio and raise their cumulative studio GPA to 2.7 or higher before being permitted to enroll in Degree Project.

The option to repeat a studio is contingent on a student having met the requirements of Academic Probation. A suspension or dismissal that is a result of the Academic Probation policy takes precedence over this Studio Grade Requirement policy.

## Courses

For a list of available courses, please refer to the Courses (p. 33) section of the Graduate School of Architecture & Urban Design in this *Bulletin*.

## Study Abroad

Students pursuing a Master of Architecture degree have the opportunity to participate in a study abroad program that provides an immersive experience in a city distinguished by its architecture, social policies, urbanism, and public space. Students complete the 511 or 611 comprehensive architecture studio during the semester-long program.

MArch students with 419 status or higher in the semester prior to study, in good academic standing, and a cumulative grade-point average of 3.0 or higher can sign up to study abroad. Priority is given to students with higher studio levels and GPAs.

- For first-semester students without a Washington University GPA, the cumulative GPA on the official transcript(s) from their previous institution(s) will be used.
- GPA scores are pulled from the Washington University Student Information System on the day of the sign-up and updated the first week of each semester.
- GPAs will not be recalculated after the first week of each semester.
- Students can participate in one study abroad program

## Master of Architecture: MArch 2

This four-semester program is for strong architectural design students beginning their studies who hold baccalaureate degrees in architecture (a BS in Architecture, typically, or a professional degree from outside of the United States). Students are considered for placement in the MArch 2 curriculum on the basis of design portfolio evaluation and the extent of their undergraduate architectural studies. **Placement in this curriculum is highly selective.** The MArch 2 program begins with the final comprehensive core studio (ARCH 419) and concludes with the Degree Project. This 75-credit program leads to a professionally accredited Master of Architecture degree.

## Waiver Requirements

Students admitted to the MArch 2 program have the opportunity to waive the following courses:

- Building Systems (ARCH 445)
- Structures I (ARCH 447A)
- Structures II (ARCH 448A)
- Architectural History I: Antiquity to Baroque (ARCH 4280)

- Architectural History II: Architecture Since 1880 (ARCH 4284)
- Environmental Systems I (ARCH 438)
- Environmental Systems II (ARCH 439)

Students must obtain a waiver prior to the semester in which they would normally be expected to take the course that is being waived. In other words, students may not skip a required course on the assumption that they will receive a waiver for it in the future.

Any such waiver requires evidence that the student had adequate exposure to the required material as part of their previous academic experience. Course waivers will only be granted for an equivalent course or a combination of courses completed satisfactorily to meet NAAB-accredited student performance criteria. Equivalence is measured in terms of both content and assignments. Waivers will not be granted for courses taken pass/fail. To be eligible for a waiver, prior course work must have been passed with the equivalent of a grade of C or higher. Grades for waived courses will not appear on the student's Washington University record and will not figure into the student's GPA.

Up to 6 credits (two courses) of waivers can be applied toward required degree credits. If more than two waivers are granted, the student must earn an equivalent number of general elective credits in place of the courses being waived.

Please note that admitted MArch2 students *must* waive at least one of the courses listed above *or* they must take both Structures I and Structures II during the first summer of their program.

## Faculty

For a list of faculty members, please refer to the Architecture faculty page (p. 32).

## Degree Requirements

### Master of Architecture: MArch 2

The list below includes the required courses for the MArch 2 degree. The order in which students take their courses may vary. A sample curriculum can be found on the MArch 2 Curriculum website. Students admitted to the MArch 2 program have the opportunity to waive some courses. For more information about waivers, refer to the MArch 2 Overview (p. 62).

**Requirements:** 75 units

Code	Title	Units
<b>Fundamentals</b>		
ARCH 400A	Design Foundations Studio	3
ARCH 418A	Design Culture	1.5
ARCH 518A	Pre-Design Seminar	1.5
ARCH 580	Design Thinking: Research and Design Methods	3
ARCH 646	Professional Practice I	3
<b>Design Studios</b>		
ARCH 419	Architectural Design III (MARCH 3)	6
ARCH 511	Architectural Design V	6

ARCH 611	Architectural Design VII	6
ARCH 616	Degree Project	6
<b>History &amp; Theory</b>		
ARCH 4280	Architectural History I: Antiquity to Baroque	3
ARCH 4284	Architectural History II: Architecture Since 1880	3
ARCH 4288	Architectural History III: Advanced Theory	3
History/Theory Elective (identified with "GARW" or "GACS" attribute)		3
<b>Architectural Technology</b>		
ARCH 445	Building Systems	3
ARCH 538C	Advanced Building Systems	3
ARCH 438	Environmental Systems I	3
ARCH 439	Environmental Systems II	3
ARCH 447A	Structures I	3
ARCH 448A	Structures II	3
<b>Electives</b>		
Urban Issues Elective (identified with "GAUI" attribute)		3
General Electives (300-level or above)		6
<b>Total Units</b>		<b>75</b>

## Master of Architecture Studio Grade Requirement

Students in the MArch 2 program must earn a minimum studio grade of B- in the 419 studio. If a student does not receive a B- grade or better in the 419 studio, they must take a leave of absence in the spring semester and repeat the 419 studio the following academic year. If a student has not received a B- or better after repeating the 419 studio, they will be dismissed from the Master of Architecture program.

The option to repeat a studio is contingent on a student having met the requirements of Academic Probation. A suspension or dismissal that is a result of the Academic Probation policy takes precedence over this Studio Grade Requirement policy.

## Master of Architecture Comprehensive Studio Requirement

All Master of Architecture graduate students must take one Comprehensive Options Studio (as designated in the semester Director's Letter) and earn a minimum grade of B- before entering Degree Project.

## Master of Architecture Degree Project

ARCH 616 Degree Project must be completed during the student's final semester. Students should not register for additional course work once Degree Project has been completed. Students should plan to complete all outstanding degree requirements during their Degree Project semester. Any exceptions to the Degree Project studio requirement must be approved in writing by the program chair for graduate architecture.

## Master of Architecture Degree Project Grade Requirement

In order to enroll in ARCH 616 Degree Project, graduate students must have earned a cumulative studio grade point average (GPA) of 2.7 or above. Students who have not fulfilled this cumulative studio GPA requirement must repeat an options studio and raise their cumulative studio GPA to 2.7 or higher before being permitted to enroll in Degree Project.

The option to repeat a studio is contingent on a student having met the requirements of Academic Probation. A suspension or dismissal that is a result of the Academic Probation policy takes precedence over this Studio Grade Requirement policy.

## Courses

For a list of available courses, please refer to the Courses (p. 33) section of the Graduate School of Architecture & Urban Design in this *Bulletin*.

## Study Abroad

Students pursuing a Master of Architecture degree have the opportunity to participate in a study abroad program that provides an immersive experience in a city distinguished by its architecture, social policies, urbanism, and public space. Students complete the 511 or 611 comprehensive architecture studio during the semester-long program.

March students with 419 status or higher in the semester prior to study, in good academic standing, and with a cumulative grade-point average of 3.0 or higher can sign up to study abroad. Priority is given to students with higher studio levels and GPAs.

- For first-semester students without a Washington University GPA, the cumulative GPA on the official transcript(s) from their previous institution(s) will be used.
- GPA scores are pulled from the Washington University Student Information System on the day of the sign-up and updated during the first week of each semester.
- GPAs will not be recalculated after the first week of each semester.
- Students can participate in one study abroad program.

## Master of Landscape Architecture

The graduate program in landscape architecture leads to a professional Master of Landscape Architecture (MLA) degree. Two- and three-year degree options accommodate students with design and other undergraduate degrees. The landscape program further develops cross-disciplinary connections among architecture, urban design and visual arts in the Sam Fox School.

The program in landscape architecture focuses on the three subjects of design, ecology, and urbanism. The transformative process of design — linking cultural, historical, and technological investigations — forms the pedagogical basis for research. Ecology informs design practice to address a multiplicity of scales and natural systems within the environment. Urbanism serves as a terrain of contemporary landscape practice. As heirs to design, ecological, and urban traditions, landscape architects are uniquely suited to articulate a spatial vision for today's environment. This three-pronged approach is geared to develop the students' critical and conceptual abilities and to prepare them to become leaders within professional and academic spheres.

The curriculum is centered on studio teaching supported by instruction in technology, history, and theory. Following the core sequence of design studios and classes, students are encouraged to develop their own research interests through advanced design studios and electives. Interdisciplinary and international option studios foster a multiplicity of perspectives leading to a research-based degree project (thesis or independent study). In addition, students have opportunities to further their investigations within and beyond the school through teaching and research assistantships and scholarships.

The landscape architecture program draws on a unique set of institutional, regional, and international resources available at the Sam Fox School. St. Louis functions as a laboratory for understanding and testing ecological and urban theories at the local scale, from brownfield reclamation to urban agriculture systems. Washington University's outstanding programs in Environmental Studies, Environmental Engineering, and American Culture Studies expand curricular offerings in ecology, technology, and landscape studies, and the internationally renowned Missouri Botanical Garden serves as an exceptional tool of research and teaching. Finally, through the extensive international offerings of the school, students experience different landscapes, cultures, and cultures of practice.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/master-of-landscape-architecture>

## Faculty

### Chair

**Derek Hoeflerlin**  
MArch, Yale University

For a list of faculty members, please refer to the Architecture faculty page (p. 32).

## Degree Requirements

### Master of Landscape Architecture Degree — MLA 3

The following is the curriculum sequence for the three-year MLA program:

- Pre-Semester Course: Landscape Architecture/Architecture Orientation + Workshop

Semester	Units
<b>First Semester</b>	
Landscape Architecture Studio I	6
Landscape Representation	3
Shared Ecologies and Design	3
Plants and Environment	1.5
Grading and Landform	1.5
<b>Second Semester</b>	
Landscape Architecture Studio II	6
Landscape Representation II	3
Landscape Ecology	3
GIS for Site Design	1.5
Planting Design	1.5
<b>Third Semester</b>	
Landscape Architecture Studio III	6
Visualizing Ecological Processes	3
Landscape History and Theory	3
Landscape Technology	3
<b>Fourth Semester</b>	
Landscape Architecture Studio IV	6
Modern and Contemporary History	3
Ecological Elective	3
Elective *	3
<b>Fifth Semester</b>	
Landscape Architecture Studio V	6
Research in the Landscape	3
Ecological Elective	3
Elective *	3
<b>Sixth Semester</b>	
Landscape Architecture Studio VI	6
Professional Practice	3
Electives *	6
<b>Total Units</b>	<b>90</b>

\* The elective sequence changes from year to year, depending on offerings from the MLA, MArch, and MUD programs. The program office determines which courses fulfill this requirement. Students are required to complete a minimum of two ecological systems electives.

## Master of Landscape Architecture Degree — MLA 2

The following is the curriculum sequence for the two-year MLA program; placement is determined by the Admission Committee.

- Pre-Semester Course: Landscape Architecture/Architecture Orientation + Workshop

Semester	Units
<b>First Semester</b>	
Landscape Architecture Studio III	6
Visualizing Ecological Processes	3
Shared Ecologies and Design	3
Plants and Environment	1.5
Grading and Landform	1.5
<b>Second Semester</b>	
Landscape Architecture Studio IV	6
Modern and Contemporary History	3
Landscape Ecology	3
GIS for Site Design	1.5
Planting Design	1.5
<b>Third Semester</b>	
Landscape Architecture Studio V	6
Research in the Landscape	3
Landscape Technology	3
Ecological Elective	3
<b>Fourth Semester</b>	
Landscape Architecture Studio VI	6
Professional Practice	3
Ecological Elective	3
Electives*	3
<b>Total Units</b>	<b>60</b>

\* The elective sequence changes from year to year, depending on offerings from the MLA, MArch, and MUD programs. The program office determines which courses fulfill this requirement. Students are required to complete a minimum of two ecological systems electives.

## Studio Grade Requirement

### Master of Landscape Architecture Studio Grade Requirement

Students must achieve a minimum average of B- in the core sequence in order to enter the 600-level studio sequence. Students who do not fulfill this requirement may be permitted to repeat the 501 or 502 studio. If a student still fails to meet the B- average after taking an additional 500-level studio, they will be dismissed from the Master of Landscape Architecture program.

The option to repeat a studio is contingent on a student having met the requirements of Academic Probation. A suspension or dismissal resulting from the Academic Probation policy takes precedence over this Studio Grade Requirement policy.

## Courses

For a list of available courses, please refer to the Courses (p. 33) section of the Graduate School of Architecture & Urban Design in this *Bulletin*.

## Master of Urban Design

Students with a professional degree or the equivalent in architecture, urban planning, or landscape architecture may apply for admission to this program, which leads to the Master of Urban Design (MUD) degree. This degree is awarded upon completion of a three-term graduate curriculum devoted to urban design.

The program leads to a STEM-designated, post-professional MUD degree with an emphasis on the physical design of the built environment, including issues of environmental sustainability and social justice.

The Master of Urban Design degree can be combined with study in other degree programs at Washington University, including architecture, landscape architecture, public health, and social work. To learn more, visit the Dual & Joint Degrees webpage.

These combined programs are of particular value to those who want to pursue an interdisciplinary approach to architecture and urban design and to prepare for a wide array of diverse career opportunities.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/master-of-urban-design>

## Faculty

### Chair

**Linda C. Samuels, RA, PhD**

PhD, University of California, Los Angeles

For a list of faculty members, please refer to the Architecture faculty page (p. 32).



## Degree Requirements

### Master of Urban Design

Candidates for a Master of Urban Design (MUD) degree are required to complete a total of 42 units of credit. Course work covers the history and theory of urban form; urban sustainability; morphology and metabolism of urban form; basic tenets of urban planning; ecological systems; infrastructural urbanism; spatial justice; and community-engaged design. Course work is spread over the fall, spring, and summer semesters. In addition to required seminars, three urban design studios (including an immersive international travel studio) and a fall and spring workshop (the latter being a one-week field trip) are required.

- Pre-Semester Course: 3-week Skills Session + Orientation

Semester	Units
<b>Fall</b>	
Elements of Urban Design Studio	6
Metropolitan Urbanism	3
Metropolitan Development	3
Informal Cities Workshop	1
Urban Design Elective	3
<b>Spring</b>	
Metropolitan Design Elements Studio	6
Metropolitan Sustainability	3
Lively Cities Masterclass	2
Urban Design Elective	3
Urban Design Elective	3
<b>Summer</b>	
Global Urbanism Studio	6
Urban Design Research Theories & Methods	3
<b>Total Units</b>	<b>42</b>

The studio sequence culminates in the required Global Urbanism Studio: a 14-week experience with immersive study in multiple global cities. Each year, the studio selects a fast-growing city in Asia, Africa, or South America to compare and contrast with other relevant global cities. These selected cities are marked by an active culture and a lively arts and design scene; their urban fabric is challenged by rapid growth, environmental stresses, social complexity, and the need for creative responses to the changing global climate. Recent studios have been located in Mexico City, Hong Kong, Shanghai, Singapore, Tokyo, Johannesburg, and Dubai. This studio typically begins with three weeks of research and study, followed by five to eight weeks immersed in the selected cities — living, researching, observing, and designing. A concurrent research methods course teaches students how to conduct rigorous, thoughtful, and independent research on cities under social and environmental pressures.

The summer Global Urbanism studio builds upon the required fall break masterclass, focused on the study of informal cities. This sequence is intended to prepare students for a rapidly urbanizing world in which they will be developing projects with different relevant strategies and design approaches for cities that have hybrid conditions of formal and informal urbanism. This studio is further supported by lectures on the history and theory of global urbanism as well as a robust visiting international guest lecturer program that provides valuable local insight into the cultural, artistic, and social conditions of the city. The studio culminates in the publication of a studio research and design report that is focused on studying a series of global cities in comparative perspective, with each student creating a particular and site-specific proposition within one of the cities studied.

### Master of Urban Design Studio Grade Requirement

A MUD student wishing to take the summer urban design studio (MUD 714) must have earned a minimum average grade of B- or better in the first two urban design studios (MUD 711 Elements of Urban Design and MUD 713 Metropolitan Design Elements). Students who do not fulfill this minimum requirement must repeat MUD 711 and/or MUD 713. If a student has not fulfilled this minimum requirement after repeating MUD 711 and/or MUD 713, they will be dismissed from the Master of Urban Design program.

The option to repeat a studio is contingent on a student having met the requirements of Academic Probation. A suspension or dismissal that is a result of the Academic Probation policy takes precedence over this Studio Grade Requirement policy.

### Master of Urban Design Combined Degree Programs

The MUD program offers a series of combined degree programs, including the following:

- Combined Degrees in the Sam Fox School of Design & Visual Arts
  - MUD/Master of Architecture (p. 69)
  - MUD/Master of Landscape Architecture (p. 68)
- Combined Degrees With Other Schools at Washington University
  - MUD/Master of Business Administration (p. 67)
  - MUD/Master of Social Work (p. 69)

These combined degree programs are of particular value to those who want to pursue an interdisciplinary approach to architecture and urban design or for those whose current degrees do not qualify them for the post-professional MUD. They prepare the student for a wide array of diverse career opportunities.

## Courses

For a list of available courses, please refer to the Courses (p. 33) section of the Graduate School of Architecture & Urban Design in this *Bulletin*.

## MS in Advanced Architectural Design

This 36-unit, three-semester program leads to a post-professional Master of Science in Advanced Architectural Design (MSAAD) degree. The program allows individuals to pursue advanced design studies, research, and teaching preparation.

Individualized schedules for students are varied and include an advanced design studio each semester.

Anyone who holds a BArch or MArch degree from a National Architectural Accrediting Board-accredited degree program in the United States or Canada may apply. Applicants who do not have this required background should apply to our MArch program.

Code	Title	Units
ARCH 511	Architectural Design V	6
ARCH 512	Architectural Design VI	6
ARCH 611	Architectural Design VII	6
General electives		18
<b>Total Units</b>		<b>36</b>

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/master-of-science-in-advanced-architectural-design>

## MS in Architectural Studies

This 30-unit, two-semester program provides the opportunity to engage in a research specialization or focus beyond that possible within the professional degree programs. Two concentrations are currently available: Architectural Pedagogy and the History and Culture of Architecture.

The Master of Science in Architectural Studies (MSAS) program is open to students with an undergraduate degree in architecture and students enrolled in another degree program in the Graduate School of Architecture & Urban Design. Academic advisors help students craft a unique curriculum that builds toward individual research goals culminating in a thesis project. Students take courses within the Sam Fox School and across the university, allowing them to construct a broad foundation for their research. The thesis project allows for research on a wide variety of topics in architectural pedagogy, history, and theory, and it is the apex of the program.

Admission requires an application that includes a portfolio, transcripts, a statement of purpose with a specific research focus for the proposed program of study, and three letters of recommendation. Admission to the program requires a faculty member to accept responsibility as the academic advisor to supervise the proposed course work and thesis.

Requirements	Units
Mandatory thesis or project	6
Research preparation	3
Seminars, directed research, and independent study	21
<b>Total Units</b>	<b>30</b>

**Note:** A maximum of 15 units can be "double counted" for both the MArch, MLA, or MUD program and the MSAS program. Decisions regarding course credit to be "double counted" will be made by the academic advisor.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/master-of-science-in-architectural-studies>

## Dual Degree: MArch/MPH

This program fulfills the requirements of two professional degrees: the **Master of Architecture** (MArch) and the **Master of Public Health** (MPH). This partnership between the Sam Fox School and the Brown School prepares graduate architecture and public health students to understand the built environment through a public health lens.

Similar in mission, architects and public health professionals are responsive to the needs and societal changes impacting communities, institutions, and individuals by transforming communities at the intersection of complex public health issues and the built environment. The built environment is a key factor in public health outcomes, including injury prevention, obesity, climate change and natural disasters. Architects are looking at new ways to enhance health as they design environments that promote physical, mental and social well-being through buildings, neighborhoods and cities.

The MArch/MPH program requires 139 units for those entering the three-year MArch program (i.e., those without a Bachelor of Science in architecture) and 109 units for those admitted to the two-year MArch program.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees>

## Dual Degree: MBA/MArch

Offered in conjunction with Washington University's Olin Business School, this dual-degree program prepares architects to be both thoughtful designers and effective managers and developers by combining the **Master of Architecture** (MArch) degree with the **Master of Business Administration** (MBA) degree. Career opportunities that stem from this dual-degree arrangement can be found in the architecture, business and development professions as well as in community development and planning, housing development and public policy. Students may start their initial year in either school.

Students entering the MArch 2 program who have also been admitted to the MBA program will need three to four years of graduate work to complete the MArch/MBA dual-degree program. The requirements and duration of study for students admitted to other MArch programs are determined on a case-by-case basis.

For more information, contact Olin Business School:

Director of Admissions  
Olin Business School  
Washington University in St. Louis  
CB 1133  
One Brookings Drive  
St. Louis, MO 63130  
Phone: 314-935-7301 or 1-888-622-5115 (in the continental U.S.)  
Email the Olin MBA program ([mba@olin.wustl.edu](mailto:mba@olin.wustl.edu))  
Olin Business School website

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees/march-mba/>

## Dual Degree: MCM/MArch

The **Master of Construction Management/Master of Architecture** (MCM/MArch) dual degree program prepares architectural students for the diverse roles within today's multidisciplinary design/construction process. The curriculum incorporates traditional construction themes with multidisciplinary topics such as business, finance and law. Lectures and labs provide students with an environment for practical application utilizing best practices that address current issues and developments in the industry. The MCM degree focuses on enhancing the student's technical, management and leadership capabilities through specialized courses featuring comprehensive and authentic case studies and projects. The course of study is designed to provide a focused, intensive examination of critical issues within construction management.

In addition to the regular MCM curriculum, the MCM/MArch dual degree program includes a unique course: the MCM/MArch Capstone Project. In this course, students apply constructability principles — cost, time, risk, value, quality management, methods and systems — to their final MCM degree project.

The MCM program requires 30 units of study, in addition to any prerequisite work that may be required. Some of the 30-unit requirement or prerequisite course work may be met through courses taken in the MArch program.

Enrollment in the MCM program to obtain a dual degree is possible for students who have achieved advanced standing (500 level/MArch2 or above) in the MArch program. To enroll in the dual degree program, students already enrolled in the MArch program must complete the necessary MCM application procedures and meet with Steve Bannes, Director of Graduate Studies in Construction Management.

Regardless of whether a student pursues the dual degree or just decides to take courses in the MCM program, enrollment in construction management courses is limited to one course per semester for all students who have not yet completed their architecture degree. Students who do not intend to pursue the dual degree but who take courses in the construction management program may be charged additional tuition for those courses.

Questions concerning the **MArch portion** of this program should be addressed to Chandler Ahrens, Student Advisor, MCM/MArch program, at [cahrens@samfox.wustl.edu](mailto:cahrens@samfox.wustl.edu).

Questions concerning the **MCM portion** of this program should be addressed to Lisa Peppers, Assistant Director of Academic & Student Services, Graduate Studies in Construction Management, at [peppers@wustl.edu](mailto:peppers@wustl.edu).

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees/march-mcm>

## Dual Degree: MLA/MArch

This dual-degree program fulfills the requirements of two professional degrees: the **Master of Architecture** (MArch) and the **Master of Landscape Architecture** (MLA). Students engaged in the dual curriculum will significantly expand their general design culture by interweaving courses in landscape and architecture. They will understand design as a systemic enterprise, and they will acquire the skills needed to operate across disciplines and scales. Students must be admitted to both programs in order to pursue a dual MLA/MArch degree.

The length of study is dependent upon the MArch and MLA programs in which the student is enrolled.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees>

## Dual Degree: MLA/MUD

This dual degree program fulfills the requirements of the **Master of Landscape Architecture** (MLA) and the **Master of Urban Design** (MUD). Students must be admitted to both the MLA program and the MUD program in order to pursue this dual degree.

The length of study is dependent upon the MUD and MLA programs in which the student is enrolled. Typically, students with no prior design degree will need 3.5 years to complete the dual MLA/MUD degree. Students in the MLA 2 program will need 3 years to complete the dual MLA/MUD degree.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees>

## Dual Degree: MSW/ MArch or MSW/MUD

The Sam Fox School's Graduate School of Architecture & Urban Design and the Brown School offer a unique dual degree program for students who already have a Bachelor of Science in architecture (although those with other degrees/majors who are willing to pursue a longer program of study may do so) as well as for social work students who want to increase their awareness of the role of physical environs in the welfare of their clientele.

This program links the concerns of physical design with those of social welfare and practice. The intent of the program is to educate and prepare architects and urban designers to understand the built and urban environments through the lens of social work values and to be responsive to the emotional, social, and physical needs of individuals, families and communities. The dual degree opens career opportunities in community development and planning, housing rehabilitation and residential design for populations at risk, such as people who are developmentally disabled, elderly or economically disadvantaged.

Students entering the **Master of Architecture** (MArch 2) program who also have been admitted to the **Master of Social Work** (MSW) program will need three and a half to four academic years of study split between the Graduate School of Architecture & Urban Design and the Brown School. Students admitted into the **Master of Urban Design** (MUD) and **Master of Social Work** (MSW) program spend a minimum of two semesters in the Graduate School of Architecture & Urban Design completing the MUD requirements and four semesters in the Brown School completing the MSW requirements. For both the MArch/MSW and MUD/MSW dual-degree programs, students may start their initial year in either school.

For more information, contact the Brown School:

Office of Admissions & Recruitment  
The Brown School  
Washington University in St. Louis  
MSC 1196-251-46  
One Brookings Drive  
St. Louis, MO 63130  
Phone: 314-935-6676  
Email Brown School admissions (brownadmissions@wustl.edu)

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees/march-mud-msw>

## Dual Degree: MUD/ MArch

This dual degree program prepares architects to be cognizant of the larger urban context of architectural practice and to extend their expertise into another discipline. Students entering the MUD/MArch program complete a substantial portion of the design studios for the **Master of Architecture** (MArch) prior to completing the **Master of Urban Design** (MUD) studios, which are then followed by the MArch

Degree Project. Other course requirements in urban design theory are typically spread out over the entire study period. The length of study is dependent upon the MArch program (MArch 3 or MArch 2) in which the student is enrolled, but participation in the MUD/MArch program typically adds an additional semester and summer to the student's curriculum.

Website: <https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees>

## Degrees Offered

### Master's Degrees

- Master of Architecture: MArch 3 (p. 60) (six semesters)
- Master of Architecture: MArch 2 (p. 62) (four semesters)
- Master of Landscape Architecture (p. 64)
- Master of Urban Design (p. 65)
- MS in Advanced Architectural Design (p. 67) (three semesters)
- MS in Architectural Studies (p. 67) (30 credits)

### Dual Degrees

- Master of Architecture/Master of Public Health (p. 67) (MArch/MPH)
- Master of Business Administration/Master of Architecture (p. 67) (MBA/MArch)
- Master of Construction Management/Master of Architecture (p. 68) (MCM/MArch)
- Master of Landscape Architecture/Master of Architecture (p. 68) (MLA/MArch)
- Master of Landscape Architecture/Master of Urban Design (p. 68) (MLA/MUD)
- Master of Social Work/Master of Architecture (p. 69) (MSW/MArch)
- Master of Social Work/Master of Urban Design (p. 69) (MSW/MUD)
- Master of Urban Design/Master of Architecture (p. 69) (MUD/MArch)

## Administration

### Aki Ishida

Director of the College of Architecture and Graduate School of Architecture & Urban Design  
Sam and Marilyn Fox Professor  
BArch, University of Minnesota  
MSAAD, Columbia University

### Derek Hoeferlin

Chair, Landscape Architecture  
Associate Professor  
MArch, Yale University

**Mónica Rivera**

Chair, Graduate Architecture  
JoAnne Stolaroff Cotsen Professor  
MARCH, Harvard University

**Linda C. Samuels**

Chair, Urban Design  
PhD, University of California, Los Angeles

## Admission Procedures

### Eligibility

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, treatment in, or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

### Information and Applications

Application forms and instructions for all graduate degree programs are available on our Graduate Admissions website.

An application to the graduate programs should include a portfolio of student work in the visual arts (i.e., drawing, painting, sculpture) or in architectural design work if the applicant has completed architectural design studio courses, along with transcripts or records from the institutions attended, a statement of objectives, a résumé or curriculum vitae, and three letters of recommendation.

For more information about graduate degree programs and requirements, contact the Sam Fox School Graduate Admissions Team ([samfoxgradadmissions@wustl.edu](mailto:samfoxgradadmissions@wustl.edu)), Graduate School of Architecture & Urban Design, Sam Fox School of Design & Visual Arts, Washington University in St. Louis, CB 1079, One Brookings Drive, St. Louis, MO 63130-4899.

### International Student Admissions

Applicants for whom English is not the native language must submit a score report for one of the tests below in order to obtain admission to the MFA program:

1. The Test for English as a Foreign Language (TOEFL), with a minimum acceptable score of 90 (traditional iBT only; the Sam Fox School does not accept the TOEFL iBT Home Edition);
2. The International English Language Testing System (IELTS) Academic module, with a minimum composite score of 6.5; or
3. The Duolingo English Test, with a minimum acceptable score of 115.

To ensure that the Sam Fox School receives the official test score results:

- TOEFL test takers must use the Washington University institution code (6929) when making arrangements with the testing agency for score reporting.
- IELTS score results must be delivered electronically via the IELTS Results Service e-Delivery system. Applicants must be sure to use the name on the university's E-Delivery Account: Washington University in St. Louis.
- Duolingo test takers must individually email their test results as a PDF attachment to the Graduate Admissions Coordinator. ([samfoxgradadmissions@wustl.edu](mailto:samfoxgradadmissions@wustl.edu))

TOEFL, IELTS, and Duolingo scores and the written essay do not in and of themselves presume adequate qualification for study. Functional English and familiarity with additional art-related terminology are required upon entrance in order to pass course work. In addition, international students may be interviewed prior to the issuance of an I-20 for a student visa.

International students will receive specific instructions regarding the necessary financial documentation for visa purposes when admission letters are issued.

Phone:	314-935-2740
Email:	<a href="mailto:samfoxgradadmissions@wustl.edu">samfoxgradadmissions@wustl.edu</a>
Website:	<a href="http://samfoxschool.wustl.edu/admissions/graduate">http://samfoxschool.wustl.edu/admissions/graduate</a>

## Policies

### Policies & Guidelines

### Academic Honors and Awards

*Graduate Honors:* Graduate honors may be awarded to students receiving the Master of Architecture, Master of Landscape Architecture, or Master of Urban Design degree as determined by academic performance. Such students will receive the degree "with honors."

*American Institute of Architects (AIA) Medal.* Each year, the American Institute of Architects (AIA) Medal is awarded to a member of the graduating Master of Architecture class in recognition of scholastic achievement, character and promise of professional ability. The graduate student so honored receives an engraved medal.

*Association of Licensed Architects Student Merit Award.* The Association of Licensed Architects (ALA) presents this award to acknowledge a student, chosen by the director of Architecture, who has exhibited exemplary achievement throughout their academic tenure.

*Alpha Rho Chi Medal.* Alpha Rho Chi, a national social fraternity in architecture, awards a medal to a graduating sixth-year student who has shown an ability for leadership, performed willing service for the Graduate School of Architecture & Urban Design, and demonstrated promise of real professional merit.

*Degree Project Book Award.* Each Degree Project faculty selects one student to be recognized for achievement in the studio.

*Excellence in Craft Award.* This award is given to a member of the graduating class, either undergraduate or graduate, to recognize outstanding achievement in craft.

*Faculty Book Awards.* These awards are given for recognized achievement in individual programs as voted on by the faculty.

*Frederick Widmann Prize.* In honor of Frederick Widmann, architect and philanthropist, one graduating member from each undergraduate and graduate class is selected based on merit in design.

*Hugh Ferriss Award for Architectural Drawing.* This award honors Hugh Ferriss (Washington University in St. Louis class of 1911 and Honorable Master of Architecture in 1928), a distinguished architect and renderer. A book award is given to a graduating student, either undergraduate or graduate, who has excelled in architectural drawing in any medium.

*James Walter Fitzgibbon Prize.* Mrs. James Fitzgibbon and friends of the family established a fund to honor Professor Fitzgibbon's memory and to recall his long and distinguished service on the faculty of Architecture. The annual income from this fund provides for the Fitzgibbon Prize, given to a 300- to 600-level student who has the winning solution to a one-day sketch problem.

*St. Louis Community Partnership Award.* This award is given to one graduating student in recognition of their deep and reciprocal relationships and partnerships in the St. Louis Community.

*Civic Engagement Award.* This award is given to one graduating student to recognize deep engagement with systemic social, economic, and/or environmental issues through their work and efforts.

*William Tao Prize.* Established by William K.Y. Tao (PE, alumnus, emeritus trustee and affiliate professor at Washington University), the William Tao Prize provides an award to a graduating graduate student who has demonstrated excellence in the understanding and application of building systems in architecture, including illumination, electrical and mechanical engineering, and energy-efficient design.

## Academic Integrity

Students and members of the faculty of the university have an obligation to uphold the highest standards of scholarship. Plagiarism and other forms of cheating will not be tolerated. When the student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Committee on Academic Integrity.

## Academic Probation and Dismissal

A master's student in the Graduate School of Architecture & Urban Design will be placed on academic probation under any of the following circumstances:

- The student has a cumulative GPA below 2.70.
- The student has a semester GPA below 2.50.
- The student receives a studio grade below B-.
- The student fails to make Satisfactory Academic Progress (SAP) as outlined above.

This policy applies to any semester, including summer, in which a student is enrolled in either a studio or at least 9 units.

Students on academic probation must successfully complete all courses for which they are enrolled *and* earn a semester GPA of at least 2.70. Successful completion is defined as follows:

- The student must earn a B- or above in studio courses.
- The student must earn a C- or above in all non-studio courses.
- Incomplete (I) and withdrawal (W) grades after the drop deadline are *not* considered successful completion.

Additional academic expectations will be determined on an individual basis by the chair of the student's program. A student on academic probation who fails to meet the minimum established academic expectations will be suspended and may be dismissed by Faculty Committee.

A student will be removed from academic probation when all of the following criteria are met:

- The student has raised their cumulative GPA above 2.70.
- The student has raised their cumulative studio GPA above 2.70.
- The student has no outstanding Incomplete grades.
- The student has successfully retaken and passed all courses for which non-passing grades were previously received.

## Adjustment of Admission Placement

The duration of graduate study varies according to prior preparation and course work in architecture as well as the quality and complexity of work in an applicant's portfolio. The Graduate School of Architecture & Urban Design reserves the right to place students at the level the Admissions Committee deems appropriate on the basis of portfolio evaluation, transcript evaluation, and overall preparation for the intensity of the design curriculum. Advanced placement is highly selective. Appeals to placement must be completed before the end of pre-semester course work.

## Attendance

Regular attendance at all classes and studio meetings is expected. The instructor of each course is allowed to decide how many absences a student may have and still pass the course. Instructors are expected to give reasonable consideration to unavoidable absences and to the feasibility of making up work that has been missed. Students are expected to explain to their faculty the reasons for any absences and to discuss with them the possibility of making up missed assignments.

## Course Enrollment Minimums

Each course must have a minimum enrollment of eight students or it will be canceled.



## Curricular Practical Training (CPT)

Students in the Graduate School of Architecture & Urban Design may only participate in CPT internships during the summer. CPT internships will not be approved during the fall and spring semesters.

Students participating in CPT must be enrolled in A46 590 Training and Development in Practice. Enrolled students pay 0.5 credit tuition for the course. Students who receive a failing grade are not eligible to participate in CPT during subsequent summers.

Units earned for A46 590 will not be counted toward the total necessary for the completion of any degree.

Students interested in registering for CPT should contact the Office for International Students and Scholars (OISS) and the Sam Fox Registrar's Office.

## Electives

In order to count as elective credit in the Graduate School of Architecture & Urban Design for master's programs, a course must be at the 300 level or above.

Courses in the School of Continuing & Professional Studies do not count toward degree requirements.

Graduate students may not register for Construction Management courses in the McKelvey School of Engineering Sever Institute unless they have been admitted to the Master of Construction Management (MCM/MArch) dual degree program. The only exception is T64 CNST 573 Fundamentals in Construction Management, which can be taken as an elective by any student in the Graduate School of Architecture & Urban Design. Students who enroll in Construction Management courses without admission to the MCM program will be assessed additional tuition for these courses.

Before registering for an MBA course, students must submit a "Request for Non-MBA Student to Take an MBA Course" form to the Olin Business School.

## English Language Support Courses

All incoming international students will be automatically enrolled in English Language Support courses that meet during the summer before programs begin. During the first week of the fall semester, students will be reviewed for eligibility to waive further English Language Support courses. Any student who needs continued support will be enrolled in additional workshops. These courses are required, but they do not count toward degree requirements. These courses are free of charge to the student; however, any student who withdraws from or fails a needed course will be billed additional tuition.

## Enrollment Status

Definitions of *full-time study*, *half-time study*, and so on are based on federal regulations. Enrollment status impacts eligibility for campus services as well as Washington University's reporting obligations. Alignment with policies in financial aid, international student services, student health insurance, VA benefits, and athletics is critical.

Washington University's definition for full-time graduate study is at least 9 credit-bearing units (semester hours) per term. Units taken under the audit grade option do not factor into enrollment status calculations, so they cannot count toward the 9 units required for full-time enrollment.

## Grievance Procedures

The dynamic and creative studio culture at the heart of the Sam Fox School strives to be safe and inclusive for all members of our community. Our faculty, staff, and students join together in their commitment to creating learning environments of mutuality and respect. When concerns or disagreements arise about conduct, grading, or other matters in the Colleges of Art and Architecture, policies exist for pursuing proper resolution.

## Grade Dispute Policy

The Sam Fox School aims to provide each student with a fair assessment of their academic work and studio. Students have the right to dispute their overall course grade (not individual assignments) if they believe that grade does not accurately reflect the quality of their work. A grade dispute must be submitted to the faculty member who assigned the grade within 30 days of receipt of the grade. The Sam Fox School stresses that every effort to resolve such a dispute be made by the faculty and student involved. A student's eligibility for advancement in sequential course work requires timely resolution of the grade dispute. If the student is a graduation candidate, the dispute process must comply with the Intent to Graduate submission deadlines set forth by the Office of the University Registrar or else the degree conferral will be delayed by one semester or until resolved.

In general, the dispute process will occur and be resolved as follows:

1. The student presents their question about the grade in writing to the faculty member and clearly states the reasons for questioning the grade.
2. The faculty member and the student review the grading procedures as stated in syllabus and discuss the determining factors of the student's grade.
3. If the case is not resolved between the student and the faculty member, the student may put forth their complaint in writing with supporting evidence to the chair of the academic program, with a copy given to the faculty member involved with the dispute. The student should provide all of the course syllabus and materials relevant to the assigned grade within two weeks of the complaint.

If a conflict of interest exists between the student and the chair (e.g., the chair is teaching the course), the case will be referred to another chair in the Sam Fox School or to the director of the College.

4. The chair of the academic program will review the materials. The chair will resolve the dispute by working with the faculty member and the student to arrive at a determination.

## Integrity and Ethical Conduct

Washington University and Sam Fox School of Design and Visual Arts are committed to the highest ethical and professional standards of conduct and consider these to be integral to their mission of the promotion of learning. To maintain these standards, the university relies on each community member's ethical behavior, honesty, integrity, and good judgment. Each community member should demonstrate respect for the rights of others, and each community member is accountable for their own actions.

Washington University policies state that members of the university community can expect to be free from discrimination and harassment. Students, faculty, staff, and outside organizations working on campus are required to abide by specific policies prohibiting harassment, which are posted on the Compliance and Policies page of the university's website.

Should a situation arise in which a member of our community believes they have cause to file a grievance, there are two categories of grievance to consider: academic and non-academic. Academic grievances can either be when a student challenges a course grade or when a fellow student or faculty member feels a matter of academic integrity is at issue.

Student grievances filed to challenge a grade that the student feels has been given incorrectly must follow the procedures outlined in the Grade Dispute Policy above.

Academic integrity grievances are made when a faculty member or fellow student feels a student has compromised the environment of honesty and ethics in the school. Academic integrity infractions follow the procedures laid out in the Sam Fox School and University policies and are managed in the Sam Fox School by the Academic Integrity Officer. Please refer to Washington University's Academic Integrity Statement for additional information.

## Non-Academic Concerns

If a member of our academic community feels that the ethical and safe environment of the classroom has been compromised, for whatever reason, they may seek guidance through the school's Faculty-Student Mediator. Students may also consult Washington University's Grievance Policy and Procedures for Allegations by Undergraduate Students Against Faculty. In addition, University Resources available for support include the following:

- Title IX (for issues related to discrimination, sexual harassment, and sexual violence)
- Mental health concerns (Habif Health and Wellness Center)
- Drug and alcohol concerns (Habif Health and Wellness Center)

- Immediate physical/mental health concerns (Washington University Police Department)
- Center for Diversity & Inclusion (for issues related to bias, prejudice, or discrimination)

## Intent to Graduate

Students are responsible for filing an Intent to Graduate form in order to have the degree conferred. The Intent to Graduate is available online through WebSTAC. No degree will be awarded if this form has not been filed by the appropriate deadlines. Students who do not complete their degree requirements by their intended graduation date must re-file for the next graduation date.

## Leave of Absence

Graduate students in the Sam Fox School may request a voluntary leave of absence for up to one year (or two semesters) when individual professional, medical, or personal circumstances warrant it. Petitions are reviewed and approved by the student's program chair/director. Any requests extending beyond one year will be reviewed on a case-by-case basis.

Students must submit a written request for a leave of absence *no later* than three weeks prior to the start of the upcoming semester. There is no guarantee that requests received after the deadline will be reviewed.

In the case of a medical leave of absence (MLOA), a medical recommendation is required from the Habif Health and Wellness Center before a student will be permitted to take an MLOA and before returning from an MLOA. Additional policy information, MLOA request forms, and MLOA reinstatement forms are available on the MLOA page of the Student Affairs website.

International students requesting a leave of absence must contact their Office for International Students and Scholars (OISS) advisor to discuss how the leave might affect their visa status.

Students returning from a leave of absence must submit a request for reinstatement by April 15 for fall and by November 15 for spring. Withdrawn students requesting readmission must submit a written request and an updated portfolio by the same deadlines.

If a student decides to take a leave of absence without first having received approval, they will be considered withdrawn from Washington University. If a withdrawn student wishes to return within one year, they must submit an official request for readmission to the appropriate program chair/director. Students who are withdrawn from the university for longer than one year must submit an updated portfolio to be reconsidered for admission.

Students who are on a leave of absence for medical, mental health, academic, family, personal or any other reason are not eligible to participate in a registered student group, hold a student group leadership position, or attend/plan a student group sponsored event as a representative of said student group. Depending on the type of leave and any corresponding policy restrictions, students on a leave of absence may or may not be able to attend campus-wide events as a guest of a current Washington University student.

## Maximum and Minimum Loads

Graduate students are not permitted to enroll in more than 18 credits per semester. Increased credit waivers are granted for required English language courses and the ARCH 300A and ARCH 400A pre-semester studios.

An enrollment above 21 units will be charged at the established university rate per additional unit and must be approved by the director or graduate program chair. Required English language courses and pre-semester studios will not incur additional tuition charges if the student receives a passing grade.

Students must be registered for a minimum of 12 units. Partial load enrollment is possible when circumstances warrant it and requires permission of the director.

## Prerequisites

Students enrolling in Graduate School of Architecture & Urban Design seminars or workshops without the necessary prerequisites must seek permission from the instructor; registration without this permission does not guarantee placement in the course.

## Retention of Student Work

The Graduate School of Architecture & Urban Design reserves the right to retain any student work submitted for course credit. Normally this work will be returned to the student at the end of the semester, except that which has been retained for publications, exhibitions, or accreditation reviews. It is highly recommended that students photographically reproduce or electronically store their work in order to keep a record of their work.

## Satisfactory Academic Progress

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by the specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a)(4)(ii), the federal student aid program requires a minimum of a C average to maintain eligibility for aid, but an individual degree or certificate program may have a higher minimum GPA for federal Satisfactory Academic Progress.

Students must proceed at a pace that enables them to finish their degree within the appropriate time limit. All students must maintain a "pace" of  $66\frac{2}{3}\%$  (for the number of credits earned divided by the number of credits attempted).

## Seminars

The maximum enrollment in seminars (unless otherwise noted) is 12 units unless approval is granted by either the graduate program chair or the director.

## Student Conduct

Students are expected to comply with the rules and regulations of the University. See the University Student Conduct Code and the Graduate School of Architecture & Urban Design Studio Culture Policy (PDF) for more information.

## Transfer Credit

The Graduate School of Architecture & Urban Design does not award transfer credit at the graduate level. Instead, graduate students who have already completed part of the professional curriculum at another institution are placed at the appropriate level of the professional curriculum by the Admissions Committee.

## Units and Grades

A *unit* is the amount of credit given for one hour of lecture or up to three hours of studio work per week for one semester.

Pluses and minuses are used. Each grade earned for a course taken for credit receives a specified number of grade points, and these points are affected by plus and minus grades as well. Symbols used for both options have the following meanings:

Credit	Meaning	Degree Credit	Grade Points Per Unit
A+	exemplary	yes	4.0
A	exemplary	yes	4.0
A-	exemplary	yes	3.7
B+	good	yes	3.3
B	good	yes	3.0
B-	good	yes	2.7
C+	marginal	yes*	2.3
C	marginal	yes*	2.0
C-	marginal	yes*	1.7
D+	unsatisfactory	no	1.3
D	unsatisfactory	no	1.0
D-	unsatisfactory	no	0.7
F	inadequate	no	0.0
I	course work incomplete**	no	-
N	no grade reported	no	-
P#	pass (pass/fail option)	yes	-
F#	fail (pass/fail option)	no	-
L	successful audit	no	-
Z	unsuccessful audit	no	-
W	withdraw	-	-

\* A grade of C (C-, C, C+) in a studio course is considered passing contingent on the cumulative studio course GPA. Refer to the Studio Grade Requirement policy in the individual program's Degree Requirements.

\*\*This grade signifies that the student has not completed part of the work for a semester but has satisfactorily completed the rest of the work. A student must remove a grade of I as discussed in "Incomplete Grades" below.

## Minimum Grade Requirement

Students in the Graduate School of Architecture & Urban Design must complete all required courses with a grade of C- or better. This includes required History & Theory, Urban Issues, Urban Design, and Ecological Systems electives.

Students who receive grades lower than a C- in a required course or studio may be required to take a leave of absence before being allowed to return to repeat the course or studio during the following academic year.

Studios may have particular requirements. Refer to the studio grade requirements for your individual program.

## Minimum Grade Point Average

Master's students in the Graduate School of Architecture & Urban Design are required to have a minimum grade-point average of 2.7 to graduate.

## Pass/Fail Option

Students in the Graduate School of Architecture & Urban Design may take one nonrequired course on a pass/fail basis each semester.

Required courses — including History & Theory, Urban Issues, Urban Design, and Ecological Systems electives — do not count toward degree requirements if taken pass/fail.

## Incomplete Grades

Students who, following the last day for withdrawal from courses, experience medical or personal problems that make the satisfactory completion of course work unlikely may request a grade of I (incomplete). Students in this situation must take the following steps:

1. Contact the instructor before the final review, critique or exam to discuss the request.
2. If the instructor consents, complete an Incomplete Grade Petition signed by both the instructor and the student.
3. Return the signed petition to the Sam Fox School Registrar's Office for final approval.

The instructor is under no obligation to award a grade of I (incomplete).

Incomplete marks in all architectural design studios must be removed by the first day of classes of the following semester. Failure to remove the I (incomplete) grades will prevent the student from continuing in another architectural design studio.

In all other courses, the grade of I (incomplete) must be removed no later than the last day of classes of the next full semester. Upon failure to make up an incomplete grade within the next semester, the student will automatically receive an F in the course unless explicitly excused by the director of the school. An F grade that is so received may not

be changed. Students will not be allowed to continue in courses that require prerequisites if the prerequisite has a grade of I (incomplete). A student who carries more than 9 units of grades of I (incomplete) may be declared ineligible to re-enroll.

F grades for a semester may be changed only through the last day of classes of the following semester and then only in extraordinary circumstances. The director will approve no changes of F grades after this time.

## Repeating a Course

When a student retakes a course, both course enrollments will show on the transcript. If the second grade is equivalent to or better than the first, the first grade will be administratively changed to R to indicate the re-enrollment. If the second grade is lower, both grades will remain on the transcript, with degree credit allowed for only one of the enrollments. This policy only applies to courses taken at Washington University.

## Independent Study

Opportunities for independent study are available to graduate students. Registration in an independent study requires the student to submit a written proposal and to obtain the approval of the sponsoring faculty, advisor, and program chair. Approved proposals must be submitted to the Sam Fox School Registrar's Office by the semester course add deadline. Proposals received after the deadline will not be considered.

A maximum of 3 units can be taken per semester. Independent study cannot replace architectural design studios or other required courses.

A maximum of 9 units may be applied to degree requirements from the following areas: physical education, lessons, and/or independent studies.

## Financial Information

### Financial Aid

The Sam Fox School of Design & Visual Arts strives to provide financial assistance to as many students as possible. Financial aid packages most often consist of a combination of fellowships or scholarships, teaching and/or technical assistantships, and loan assistance.

An application for financial aid will have no effect on decisions for admission to the Graduate School of Architecture & Urban Design. Financial aid awards, including merit-based scholarships, are identified through the admissions process and are based on separate considerations of academic excellence, architectural ability and financial need. Instructions for applying for financial aid are available on our Financial Aid webpage.

Through the Sam Fox Ambassadors Graduate Fellowship Program, the School will award 10 full-tuition scholarships each year to outstanding candidates for graduate study. Ambassadors will also receive an annual \$1,000 creative activity and research stipend. The tuition waiver and stipend will be renewed annually for Ambassadors in good standing. Ambassadors will be selected from top applicants to the

following degree programs: Master of Architecture, Master of Fine Arts in Visual Art, Master of Fine Arts in Illustration & Visual Culture, Master of Landscape Architecture, and Master of Urban Design. Recipients will demonstrate exceptional potential for advanced studies and creative research in their discipline. In addition to the tuition waiver and stipend, Ambassadors will participate in a series of events each year designed to build deep and meaningful connections across disciplines that advance their creative work and scholarship.

A full list of merit-based scholarships and university-wide fellowships is available on the Sam Fox School website.

Fellowship, scholarship, and assistant in instruction awards are renewable for subsequent years of study for students in good standing. Students must reapply for loan assistance each year. Instructions for applying for financial aid are available on our Financial Aid webpage.

## Financial Obligations

Washington University reserves the right to change the fees stated or to establish fees at any time without prior written notice. Whenever changes or additions are made, they become effective with the next payment due.

Students are responsible for fulfilling their financial obligations to the university. If a student account becomes overdue, a late payment fee will be assessed, and a hold will be placed on the account. Students with a poor payment history may be restricted from utilizing certain payment options or receiving tuition remission until course credit has been earned. Non-payment of tuition and other expenses due to the university will be cause for exclusion from class or refusal of graduation, further registration, or transfer credit. In addition, students are liable for any costs associated with the collection of their unpaid bills, including but not limited to collection agency costs, court costs, and legal fees. Past due amounts can also be reported to a credit bureau.

## Withdrawals and Refunds

Students wishing to withdraw for any reason from the Graduate School of Architecture & Urban Design before the end of the semester should consult with the program chair. No such withdrawal will be official until the request in writing has been approved and the appropriate changes have been made in the student's record.

A written request for a refund must be submitted to the Sam Fox School Registrar's Office for consideration. Tuition adjustments will be processed based on information received and according to the schedule below. Materials fees for Graduate School of Architecture & Urban Design courses will not be refunded after the course drop period for the semester.

For any student whose medical condition makes attendance for the balance of the semester impossible or medically inadvisable, the university will make a pro rata refund of tuition as of the date of withdrawal when the date occurs prior to the twelfth week of classes, provided that the condition is verified by the Habib Health and Wellness Center or a private physician. The date of withdrawal may correspond to the date of hospitalization or the date on which the medical condition was determined.

Withdrawal Date	Refund
Within the 1st or 2nd week of classes	100%
Within the 3rd or 4th week of classes	80%
Within the 5th and 6th week of classes	60%
Within the 7th or 8th week of classes	50%
Within the 9th or 10th week of classes	40%
After 10th week of classes	0%

## Summer Withdrawals and Refunds

The Sam Fox School reserves the right to cancel a course if it has not enrolled enough students by the first day of class. If a course is canceled, all enrolled students will be notified and dropped from the class, and they will not be charged tuition and fees.

If a course is not canceled, a student may be released from their obligation to pay full tuition and fees by canceling their registration according to the schedule below:

Withdrawal Date	Refund
Prior to the first class meeting	100% tuition + fees
Prior to 15% of published meeting dates	100%
Prior to 30% of published meeting dates	80%
Prior to 45% of published meeting dates	60%
Prior to 60% of published meeting dates	40%
After 61% of published meeting dates	0%

Requests for refunds must be made in writing to the Sam Fox School Registrar's Office.

Students may drop a summer course without penalty through the 80% tuition refund deadline, and they may withdraw from a course through the 40% tuition refund deadline.

# Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- **Interdisciplinary Courses**

Graduate students can speak with their advisors with regard to enrolling in individual courses available outside of their school that may advance their research or professional goals. An internal tuition agreement valid across the university's graduate and professional schools enables interdisciplinary study by allowing enrollment in classes outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- The student must be enrolled full-time in a graduate degree program and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
- Courses will be open to students outside of the discipline only if those students have met the required prerequisites and have the approval of both their department/advisor and the course instructor.
- Finally, courses in the evening divisions, including the School of Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.

- **Teaching Citation — Center for Teaching and Learning**

The Teaching Citation is a professional-development program open to Washington University graduate students. The purpose of the program is to provide formalized pedagogical training to help graduate students prepare for careers that involve teaching. Graduate students who complete the program will participate in a learning community in which they will 1) develop knowledge of effective pedagogy, including evidence-based teaching methods, by completing one (1) Foundations in Teaching and five (5) advanced-level CTL workshops, 2) gain expertise with varied teaching methods by documenting three qualifying teaching experiences, and 3) develop, reflect on, and refine on their teaching approach by writing an engaging teaching philosophy statement. Documenting one's teaching experience includes demonstrating that the required number of teaching hours have been met, attaining faculty or CTL observation and student feedback on one's teaching activities, and writing a self-reflection. The qualifying teaching experiences that can be counted toward the Teaching Citation include, for example, include leading a weekly discussion or recitation subsection, leading regular review- or help-sessions, presenting course lectures, teaching a course independently, and mentoring a student in a research project. Teaching experiences must be approved by CTL staff.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri–St. Louis is available through the Inter-University Exchange Program (p. 77).
- The Skandalaris Center (p. 78) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.
- The McDonnell International Scholars Academy (p. 79) is an endowed fellowship program that offers generous financial support toward graduate and professional degree studies at Washington University in St. Louis.

## Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all course work taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.



- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE course work on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

## Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

Contact:	Office of the University Registrar
Phone:	314-935-5959
Email:	<a href="mailto:registrar@wustl.edu">registrar@wustl.edu</a>
Website:	<a href="http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program">http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program</a>

## Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

### Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

### Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

### Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

## Programs and Resources

### • Experts on Call

This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.

- **Honors in Innovation & Entrepreneurship**

Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.

- **In-Residence Program**

This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.

- **PhD Citation in Entrepreneurship**

This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.

- **Pivot 314 Fellowship**

The Pivot 314 Fellowship is a year-long program presented by the Office of the Provost and the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Pivot 314 offers graduate students curated programming focused on professional development and on strengthening leadership and communications skills, as well as internship opportunities.

- **Resources**

The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.

- **Skandalaris Spaces**

Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.

- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**

These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.

- **Startup Venture Promotion**

The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.

- **Student Entrepreneurial Program (StEP)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups**

There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.

- **Venture Development**

The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.

- **Washington University Entrepreneurship Courses**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

## Competitions

- **IdeaBounce®**

IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- *Who Can Apply:* Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea

- *Award:* Up to \$22,500

- **Global Impact Award (GIA)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- *Who Can Apply:* WashU students, postdocs, residents, and alumni who have graduated within the last 10 years

- *Award:* Up to \$50,000

## Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone: 314-935-9134  
Email: [sc@wustl.edu](mailto:sc@wustl.edu)  
Website: <http://skandalaris.wustl.edu>

## McDonnell International Scholars Academy

The McDonnell International Scholars Academy incubates new ideas and mentors future leaders. In collaboration with its partners, the Academy leads groundbreaking research projects and prepares Scholars to be effective leaders in a global community. Scholars are selected on the basis of their promise to become future leaders in academia, government, the professions, or the corporate world.

Applications to the McDonnell Academy are accepted from graduates of universities across the world, with a special interest in those students from its network of partner universities. In creating an international network of research universities, Washington University is developing a cohort of future leaders in a global university system to promote global awareness and social responsibility.

The McDonnell Academy has a dual mission. First, it recruits top scholars from partner universities and mentors them as they pursue doctoral and professional master's degrees in any of the 120+ academic programs offered at Washington University. Second, it leverages an international partnership network to incubate new ideas and foster collaborative research across countries and disciplines. There are more than 30 academic partners associated with the Academy, with at least one partner university on every populated continent. McDonnell Scholars receive full tuition and a generous living stipend for up to five years to support their degree experience.

## About the Program

The McDonnell International Scholars Academy fellowship program cultivates a community of culturally and academically diverse leaders who will address the world's most complex challenges by driving positive and lasting change. Through its longstanding international partnerships, the program is an incubator of groundbreaking ideas that advance collaborative interdisciplinary research. A transformational experience, the Academy enhances leadership capacity through mentorship, professional development, and unique engagement opportunities. It is this foundation that builds the character and conviction to lead with a global mindset and social responsibility. McDonnell Scholars are selected based on their ability to emerge as leaders who are experts in their fields with perspectives that reflect cultural competence. Scholars are given a generous financial package to support their graduate and professional degree studies at Washington University in St. Louis.

## Characteristics of McDonnell Scholars

In selecting its Scholars, the Academy considers the following:

- **Academic distinction:** Scholars are selected on the basis of their academic talent, promise, and ambition to become future leaders in academia, government, the professions, or the corporate world.
- **Global mindset:** Scholars share a global outlook, embrace differences, and express interest in broader social and cultural issues. They are committed to engaging in dialogue across disciplines and cultures.
- **Leadership:** Scholars demonstrate a desire and potential to generate positive change in their communities and around the world. They are committed to engaging in the Academy's platform for leadership development and communication acumen.
- **Community:** Scholars become part of a diverse, close-knit community. They share a commitment to engaging in the Academy's academic, professional, and social activities and to strengthening ties across the Academy's global network of partners.

## Learn More

For more information about eligibility, programming, and financial support, please visit the Admissions page of the McDonnell International Scholars Academy website.

Phone: 314-935-6779  
Website: <https://mcdonnell.wustl.edu/>



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